

# Academic Council Minutes

## November 2025

### Midwestern State University

The Academic Council met Wednesday, November 19, 2025 at 2:00 p.m. in the Dillard College of Business Administration Priddy Conference Room.

#### Voting Members:

Dr. Bob Brennan, Dean, McCoy College of Science, Mathematics, and Engineering

Leah Gose, Dean, Lamar D. Fain College of Fine Arts

Dr. Leann Curry, Dean, Gordon T. and Ellen West College of Education & Professional Studies

Dr. Jeff Killion, Dean, Robert D. and Carol Gunn College of Health Sciences and Human Services

Dr. Robert Forrester, Dean, Dillard College of Business Administration

Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Dr. Tiffany Ziegler, Dean, Dr. Billie Doris McAda Graduate School

Dr. Darla Diltz, Faculty Senate Vice Chair

Monique Watkins, SGA Vice President of External Affairs

#### Additional Attendees:

Dr. Kristen Garrison, Associate Vice President for Academic Innovation and Success

Dr. Jeremy Duff, Associate Vice President for Academic Affairs, Accreditation and Planning

Amanda Raines, Registrar

Kenley O'Brien, Associate Registrar

Cortny Moorehead, University Librarian, Moffett Library

Elizabeth Ysasi, Associate Director of Admissions; Staff Senate representative

Dr. Matthew Bailey, Director, Wichita Falls Museum of Art

Dr. Margaret Brown Marsden, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:00 p.m.

#### **Approval of Minutes**

Dr. Brown Marsden asked for a motion for the October 2025 minutes to be brought forward for approval. Dr. Forrester made a motion, Ms. Gose seconded, and the minutes were approved.

#### **Old Business**

We will have items to present at the February TTUS Board of Regents meeting. Brandon Creighton is the new Chancellor of the Texas Tech University System.

## **New Business**

### **Dillard College of Business Administration – Dr. Forrester**

1. Dr. Forrester submitted the following undergraduate items for approval. Dr. Killion seconded the motion and the items were approved.

#### 2025-2026 Undergraduate Catalog Change by Dillard College

Academic Programs - by College – Dillard College of Business Administration – Departments, Programs and Courses – Economics, Finance, and General Business – Programs – Minor – International Business Signature Minor

#### **Requirements for Signature Minor in International Business - 15 semester hours**

**ECON 2333 – Macroeconomic Principles**

**ECON 2433 – Microeconomic Principles**

#### **Choose nine hours from\***

**ECON 4643 – International Economics and Finance 3**

**MKTG 4643 – International Marketing 3**

**AGBU 4643 – International Agricultural Trade 3**

**BUAD 4993 – International Issues in Business (6 Hours) (Part of Study Abroad program)**

**MGMT 3353 – International Management 3**

**\*These elective courses may not be used to satisfy the requirements of the student's major or other degree requirements (i.e. no double counting of these courses).**

#### **Note(s):**

**Students must maintain a GPA of 2.0 or above in the minor to graduate. (See General Requirements for all Bachelor's Degrees in the Undergraduate Catalog.)**

2. Dr. Forrester submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.

#### 2025-2026 Undergraduate Catalog Change by Dillard College

Academic Programs - by College – Dillard College of Business Administration – Departments, Programs and Courses – Management, B.B.A

Courses for Major in Management - 27 semester hours

- MGMT 3783 - Entrepreneurship and Management of Small Enterprises 3
  - MGMT 4033 - Quantitative Methods 3
  - MGMT 4113 - Contemporary Skills in Organizations 3
  - MGMT 4213 - Human Resource Management 3
- 12 hours from:

Entrepreneurship Concentration requires the following four courses: ~~MGMT 3913 – #Think: Contemporary Issues in Business~~, **MKTG 3743 Digital & Social Media Marketing**, MGMT 4643 - Social Innovation Practicum, MGMT 4783 - Entrepreneurial Planning, and MGMT 4793 - Entrepreneurial Consulting. BUAD 4993 - International Issues in Business may be used to substitute for one of these four courses. MGMT 4893 - Internship in Management or MGMT 4553 - Independent Study in Management may also be used to substitute if it is arranged and approved in advance by the Director of the Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise. Per DCOBA internship policies, total hours granted for internships may not exceed six hours of credit. Human Resource Management (HRMG) Concentration requires the following four courses: MGMT 3623 - Strategic & Human Management in Organizations, MGMT 4413 - Human Resource Perspectives, MGMT 4423 - Human Resource Analytics, and MGMT 4513 - Employee Relations. BUAD 4993 - International Issues in Business may be used in substitution of one of the following HRMG courses: MGMT 3623 - Strategic & Human Management in Organizations, MGMT 4413 - Human Resource Perspectives, or MGMT 4513 - Employee Relations. Note: If a student wishes to take MGMT 4893 - Internship in Management in substitution of an HRMG course, the student must demonstrate that the internship is relevant to the HRMG course being substituted along with meeting the internship eligibility requirements. Per DCOBA internship policies, total hours granted for internships may not exceed six hours of credit.

- MGMT 3613 - Nonprofit Organizations and Society 3
- MGMT 3623 - Strategic & Human Management in Organizations 3
- ~~MGMT 3913 – #Think: Contemporary Issues in Business 3~~
- MGMT 4313 - Energy Management 3
- MGMT 4413 - Human Resource Perspectives 3
- MGMT 4423 - Human Resource Analytics 3
- MGMT 4513 - Employee Relations 3
- MGMT 4553 - Independent Study in Management 3 semester hours
- MGMT 4633 - Nonprofit Fundraising and Grant Development 3
- MGMT 4643 - Social Innovation Practicum 3 semester hours
- MGMT 4663 - Special Topics in Management 3
- MGMT 4783 - Entrepreneurial Planning 3
- MGMT 4793 - Entrepreneurial Consulting 3
- MGMT 4891 - Internship in Management 1
- MGMT 4892 - Internship in Management 2
- MGMT 4893 - Internship in Management 3
- **MKTG 3743 Digital & Social Media Marketing 3**
- LSBA 3243 - Commercial Law 3
- BUAD 4993 - International Issues in Business 3
- ECON 3703 - Money, Banking, and Monetary Policy 3
- OR

- ECON 4643 - International Economics and Finance 3  
Approved Electives

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

3. Dr. Forrester submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Academic Programs - by College – Dillard College of Business Administration – Departments, Programs and Courses – Business Analytics and Information Systems (BAIS), B.B.A

Courses for a Major in Business Analytics and Information Systems - 27 semester hours

- MIS 3113 - Business Programming Language 3
- MIS 3123 - Database Design and Management 3
- MIS 4153 - Introduction to Business Analytics 3
- MIS 4163 - Business Systems Analysis and Design 3
- MIS 4173 - Advanced Excel 3

Plus twelve hours selected from:

- MIS 3163 - Project Management 3
- MIS 3203 - Electronic Commerce 3
- MIS 3303 - Networking and Telecommunications 3
- MIS 3423 - Data Visualization 3
- **MIS 3173-Managerial Perspectives of Analytics 3**
- MIS 4113 - Web Application Development 3
- MIS 4233 - Analytics for Business Decision-Making 3
- MIS 4343 - Data Mining and Text Analytics 3
- MIS 4663 - Special Topics in Management Information Systems 3
- MIS 4891 - Internship in Management Information Systems 1
- MIS 4892 - Internship in Management Information Systems 2
- MIS 4893 - Internship in Management Information Systems 3

From the courses listed above students must choose 2 of the following courses:

- MIS 3423 - Data Visualization 3
- MIS 4233 - Analytics for Business Decision-Making 3
- MIS 4343 - Data Mining and Text Analytics 3

Approved Electives

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

Academic Programs - by College – Dillard College of Business Administration – Departments, Programs and Courses – Management & Marketing – Entrepreneurship Minor

Entrepreneurship Minor

Requirements for Minor in Entrepreneurship - 18 semester hours

ACCT 2143 - Financial Accounting 3

MKTG 3723 - Principles of Marketing 3

MGMT 3013 - Organizational Behavior in Business 3

MGMT 3783 - Entrepreneurship and Management of Small Enterprises 3

Choose six hours from:

MGMT 4553 - Independent Study in Management 3 semester hours (Entrepreneurship)

MGMT 4643 - Social Innovation Practicum 3 semester hours

MGMT 4783 - Entrepreneurial Planning 3

MGMT 4793 - Entrepreneurial Consulting 3

MGMT 4891 - Internship in Management 1

MGMT 4892 - Internship in Management 2

MGMT 4893 - Internship in Management 3

**MIS 3173 – Managerial Perspectives of Analytics 3**

Prerequisite(s):

MATH 1203 or MATH 1233 (*or equivalent*) is a prerequisite for ACCT 2143 and ECON 2433

ECON 2433 is a prerequisite for MKTG 3723

MGMT 3013 is a prerequisite for MGMT 4113 and MGMT 4613

MKTG 3723 is a prerequisite for MKTG 3763 and MKTG 4223

MIS 3003 is a prerequisite for MIS 3203

Course Inventory Updates – Fall 2026:

Deletion of Course:

Course Prefix: ~~MGMT~~

Course Number: ~~3913~~

Course Title: ~~#Think: Contemporary Issues in Business~~

New Course Addition:

Course Prefix: **MIS**

Course Number: **3173**

Course Title: **Managerial Perspectives of Analytics**

Prerequisite(s): None

Description: **The course examines how organizations use data analytics and artificial intelligence to support decision-making. The course emphasizes practical applications, managerial interpretation of results, and ethical considerations in a data-driven business environment.**

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

Type of Course: **Lecture**

Course Objectives: **This course is designed to prepare undergraduate BAIS students to understand and apply analytics in a business context. This course emphasizes the managerial perspectives of analytics. It reinforces essential skills in critical thinking, problem-solving, and technology utilization to prepare students for professional roles in a data-driven business environment.**

#### **West College of Education and Professional Studies – Dr. Curry**

4. Dr. Curry submitted the following undergraduate items for approval. Ms. Gose seconded the motion and the items were approved.

*Point of Contact: Kelly Medellin*

Catalog Change—Effective Fall 2026

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

Degree Requirements

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

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

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

General

(See General Requirements for all Bachelor's Degrees)

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

Occupational Specialty Area - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.

The following, although not limited, are nontraditional and prior learning experiences which may be utilized in the occupational specialty area: Vocational/technical hours from the community college; elective hours from colleges and universities; hours from joint services transcripts; ACE (American Council on Education)-accredited programs and courses; unique partnerships with licensing and certifying entities; and qualifying work experience. To qualify for work experience credit a student must have three (3) consecutive years of full-time employment within the last six (6) years. Two hours of credit may be granted for each qualifying year of work experience related to the student's occupational specialty or professional concentration, up to a maximum of six (6) hours. Credit for nontraditional experiences is granted on the basis of evaluation by the BAAS Director utilizing the National Guide of American Council on Education (ACE) and other appropriate publications and documentation. Documentation will be placed in the student's permanent file in the Office of the Registrar when the student has completed at least nine (9) semester hours in the BAAS Program.

Professional Development Area Concentrations: 36 advanced semester hours

The BAAS Degree with General Studies Concentration

The BAAS Degree with Adult Education Concentration

The BAAS Degree with Childhood and Adolescent Studies Concentration

The BAAS Degree with Criminal Justice Concentration

**The BAAS Degree with Early Childhood Studies & Early Care Concentration**

The BAAS Degree with Healthcare Administration Concentration

The BAAS Degree with Human Resource Development Concentration

The BAAS Degree with Human Services Concentration

**The BAAS Degree with Instructional Design & Technology Concentration**

The BAAS Degree with Kinesiology Concentration

The BAAS Degree with Liberal Arts Concentration

**The BAAS Degree with Special Education Concentration**

**The BAAS Degree with Substance Abuse Counseling Concentration**

The BAAS Degree with Technology Concentration

The BAAS Degree with General Studies Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-

hour university requirement.

The BAAS General Studies Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours of multidisciplinary courses

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

The BAAS Degree with Adult Education Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Adult Education Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours chosen from the following:

ADED 3113 - Internship in Adult Education 3

EDUC 4513 - Introduction to Training and Development 3

EDUC 4523 - Trends and Issues in Training and Development 3

EDUC 4533 - Instructional Strategies for Adult Learners 3

ETEC 4113 - Learning Technology Integration 3

IDT 4103 - Digital Literacy 3

IDT 4123 - Instructional Technology Design 3

IDT 4133 - Technology Integration 3

IDT 4143 - Multimedia Development I 3

IDT 4173 - Multimedia Development II 3

12 hours of advanced electives

Note:

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

5. Dr. Curry submitted the following undergraduate items for approval. Dr. Forrester seconded the motion and the items were approved.

#### The BAAS Degree with Childhood and Adolescent Studies Concentration

The Childhood and Adolescent Studies Concentration prepares individuals to work with children and adolescents in career environments related to school, youth related social service careers, health care, athletics, and other community settings. This concentration does not lead to a teacher certification. The interdisciplinary approach allows the student to learn about the unique perspectives of children and adolescents as they learn about the developmental and cognitive stages of childhood and adolescences.

Occupational Specialty - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.

The Childhood and Adolescent Studies Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

EPSY 3803 - Human Development, Behavior, and Learning Theory 3

30 advanced semester hours chosen from the following:

ADED 3113 - Internship in Adult Education 3

Any ECED advanced course

EDUC 3203 - Educational Assessment: Development, Analysis, & Implementation 3

EDUC 3213 - Management Techniques for Elementary, Middle School, and Secondary 3

EDUC 4023 - Methods of Elementary, Middle, and Secondary School Teaching 3

ETEC 4113 - Learning Technology Integration 3

READ 4273 - Content Reading 3 semester hours

READ 4283 - Foundations of Reading 3

READ 4313 - Reading and Writing Strategies 3

SPED 3523 - Introduction to Individuals with Disabilities 3

SPED 4113 - Foundations of Special Education 3

3 hours of advanced electives

Note:

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

#### **The BAAS Degree with Instructional Design & Technology Concentration**

**The Instructional Design and Technology concentration prepares individuals for careers in designing, developing, and implementing effective instructional materials and learning experiences across educational, corporate, and organizational settings. Graduates are**

**equipped with skills in instructional design, e-learning development, multimedia production, and learning management systems.**

**Occupational Specialty - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.**

**The Instructional Design and Technology Concentration - 36 advanced semester hours**

**ADED 4113 - Capstone Project 3**

**ADED 3113 - Internship in Adult Education 3**

**30 advanced semester hours chosen from the following:**

**EDUC 4513 - Introduction to Training and Development 3**

**EDUC 4523 - Trends and Issues in Training and Development 3**

**EDUC 4533 - Instructional Strategies for Adult Learners 3**

**EDUC 4543 - Instructional Systems Design 3**

**EDUC 4566 - Internship in Instructional Design and Technology 3**

**ETEC 4113 - Learning Technology Integration 3**

**IDT 4103 - Digital Literacy 3**

**IDT 4123 - Instructional Technology Design 3**

**IDT 4133 - Technology Integration 3**

**IDT 4143 - Multimedia Development I 3**

**IDT 4173 - Multimedia Development II 3**

**EPSY 3803 Human Development, Behavior and Learning Theory 3**

**COUN 4013 Human Relations**

**3 hours of advanced electives**

**The BAAS Instructional Design and Technology Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.**

The BAAS Degree with Criminal Justice Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Criminal Justice Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours chosen from the following:

ADED 3113 - Internship in Adult Education 3  
 Any CRJU advanced courses except CRJU 4773, 4993  
 ENGL 3203 - Technical Writing 3  
 MCOM 4683 - Public Relations Principles 3  
 POLS 3213 - Research Methods 3  
 POLS 3443 - Municipal Government and Metropolitan Problems 3  
 POLS 3933 - Law and Politics 3  
 POLS 4043 - Congress 3  
 POLS 4133 - Public Administration 3  
 POLS 4173 - Organizational Behavior and Decision Making 3  
 POLS 4233 - American Constitutional Law 3  
 POLS 4243 - Civil Rights and Civil Liberties 3  
 POLS 4653 - International Political Economy 3  
 POLS 4953 - Public Personnel Administration 3  
 PSYC 3913 - Personal Relations and Interactions 3  
 SOCL 3333 - Criminology 3  
 SOCL 3433 - The Family 3  
 SOCL 3733 - Juvenile Delinquency 3  
 SOCL 4133 - Racial and Ethnic Relations 3  
 SOCL 4413 - Deviant Behavior 3  
 SOCL 4633 - The Sociology of Family Violence 3  
 SOCL 4703 - Disability and Society 3  
 SOWK 3233 - Parenting: Family and Community 3  
 SOWK 3953 - Human Diversity 3  
 SOWK 4113 - Aging 3  
 SOWK 4233 - Parenting 3  
 SOWK 4323 - Introduction to Substance Abuse 3  
 SOWK 4363 - Family Systems and Substance Abuse 3

Note:

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

### **The BAAS Degree with Early Childhood Studies & Early Care Concentration**

**The Early Childhood Studies and Early Care program prepares individuals for careers in the field of early childhood and early care including teaching, youth related social service, early care and youth programs, health care, child development, and other community settings. This program does not lead to Texas teacher certification. Students may earn**

**transferable college credit for a current Child Development Associate (CDA) credential.**

**Occupational Specialty - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.**

**The Early Childhood Studies and Early Care Concentration - 36 advanced semester hours**

**ADED 4113 - Capstone Project 3**

**33 advanced semester hours chosen from the following:**

**ECED 3103 - Introduction to Young Children 3**

**ECED 3173 - ESL Methods and Materials 3**

**ECED 3203 - Social-Emotional Learning in Early Childhood 3**

**ECED 4123 - Early Childhood Development: Language and Literacy 3**

**ECED 4133 - Early Childhood Curriculum 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 4413 - Organization, Administration, and Leadership in Early Care and Preschool Programs 3**

**ECED 4423 - Early Care Connections 3**

**ECED 4433 - Health, Safety, and Nutrition in Early Care and Preschool Programs 3**

**ECED 4806 - Early Childhood Practicum 6**

**KNES 1933 - Physical Development and Wellness of Young Children 3**

**SPED 3523 Introduction to Individuals with Disabilities 3**

**SPED 4533 Early Childhood Special Education**

**The BAAS Early Childhood Studies and Early Care Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester hour curriculum.**

The BAAS Degree with Healthcare Administration Concentration

The Healthcare Administration Concentration is designed for students or healthcare professionals who have an accredited associate's degree or certificate from a vocational technical program, hours from a medical or healthcare services degree or program, or those currently working or desiring to work in the healthcare or medical field. This concentration prepares individuals to assume positions as managers, trainers, and educators within various healthcare-related fields.

Upon completion of this concentration students will have acquired the foundation to further advance their knowledge and skills to be more effective in their roles as managers and trainers within their various fields.

The Healthcare Administration Concentration is an interdisciplinary approach to a general foundation of healthcare administration theory, application, education, and training, and previous healthcare and medical coursework. This concentration would provide entry level access for those interested in the healthcare or medical professions, and those continuing professionals in various healthcare and medical professions not requiring professional certification and licensure.

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Healthcare Administration Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours chosen from the following:

12 semester hours of HSAD listed below

15 semester hours of courses listed below

6 advanced hours of electives (may include additional courses listed below)

Students with at least 21 advanced hours from the Gunn College of Health Sciences and Human Services, who are eligible for the BAAS program, may be able to complete this 33 advanced hours requirement with 6 advanced HSAD courses and 6 elective hours from the listing.

ADED 3113 - Internship in Adult Education 3

COUN 4013 - Human Relations 3

COUN 4103 - Professional Orientation 3

COUN 4333 - Employee Assistance Issues 3

COUN 4373 - Human Resource Ethical Issues 3

COUN 4943 - Seminar in Human Resource Development 3

EDUC 4513 - Introduction to Training and Development 3

EDUC 4523 - Trends and Issues in Training and Development 3

EDUC 4533 - Instructional Strategies for Adult Learners 3

HSAD 3003 - Medical Office Administration 3

HSAD 3103 - Health Care Organization Behavior & Management Theories 3

HSAD 4013 - Health Services Administration Foundations 3

HSAD 4123 - Health Care Personnel 3

HSAD 4153 - Managed Care Organizational Structure in the 21st Century 3

HSAD 4173 - Introduction to Public Health Administration 3

IDT 4123 - Instructional Technology Design 3

IDT 4143 - Multimedia Development I 3

MIS 3003 - Management Information Systems 3

MGMT 3013 - Organizational Behavior in Business 3

POLS 4133 - Public Administration 3

POLS 4173 - Organizational Behavior and Decision Making 3  
 POLS 4953 - Public Personnel Administration 3  
 RADS 3503 - Research 3  
 RADS 4513 - Administration and Supervision in Medical Imaging 3  
 RADS 4643 - Health Law in Medical Imaging 3  
 RADS 4913 - Applied Research 3  
 RESP 4133 - Developing Leadership Capabilities in Respiratory Care 3  
 RESP 4153 - Ethics of Respiratory Care 3  
 RESP 4443 - Management of Health Care Services 3  
 RESP 4603 - Community Health and Rehabilitation 3

Note:

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

#### The BAAS Degree with Human Resource Development Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Human Resource Development Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced hours from below:

COUN 4013 - Human Relations 3  
 COUN 4103 - Professional Orientation 3  
 COUN 4333 - Employee Assistance Issues 3  
 COUN 4373 - Human Resource Ethical Issues 3  
 COUN 4943 - Seminar in Human Resource Development 3  
 EDUC 4513 - Introduction to Training and Development 3  
 EDUC 4523 - Trends and Issues in Training and Development 3  
 EDUC 4533 - Instructional Strategies for Adult Learners 3

ETEC 4113 - Learning Technology Integration 3  
 IDT 4103 - Digital Literacy 3  
 IDT 4123 - Instructional Technology Design 3  
 IDT 4133 - Technology Integration 3  
 IDT 4143 - Multimedia Development I 3  
 IDT 4173 - Multimedia Development II 3  
 3 hours of advanced electives

Note:

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

#### The BAAS Degree with Human Services Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Human Services Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours chosen from the following:

27 advanced hours from the course offerings listed below, and  
 6 advanced elective hours

Students with at least 21 advanced hours from the Gunn College of Health Sciences and Human Services, who are eligible for the BAAS program, may be able to complete the 33 advanced hour requirement with 12 advanced hours from the course offerings listed below.

Any COUN advanced course

CRJU 3173 - Victimology 3

CRJU 3193 - Correctional Classification and Case Management 3

CRJU 3233 - Specialized Offender Typologies 3  
 CRJU 3313 - Law and Society 3  
 CRJU 3713 - Ethical Issues in Criminal Justice 3  
 CRJU 3733 - Juvenile Delinquency 3  
 CRJU 3743 - Juvenile Justice 3  
 CRJU 4243 - Substance Abuse Treatment 3  
 CRJU 4263 - Correctional Counseling 3  
 CRJU 4283 - Crimes Against Children 3  
 CRJU 4333 - Contemporary Correctional Issues 3  
 HSAD 3003 - Medical Office Administration 3  
 HSAD 3103 - Health Care Organization Behavior & Management Theories 3  
 HSAD 4013 - Health Services Administration Foundations 3  
 HSAD 4123 - Health Care Personnel 3  
 HSAD 4153 - Managed Care Organizational Structure in the 21st Century 3  
 HSAD 4173 - Introduction to Public Health Administration 3  
 SPED 3523 - Introduction to Individuals with Disabilities 3  
 SPED 4113 - Foundations of Special Education 3  
 Any SOCL advanced course  
 Any SOWK advanced course

Note:

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

6. Dr. Curry submitted the following undergraduate items for approval. Ms. Gose seconded the motion and the items were approved.

The BAAS Degree with Kinesiology Concentration

The Kinesiology Concentration provides students with knowledge and structured learning experiences in the areas of health, wellness, and sports and fitness. Students will gain foundational knowledge in planning, organizing, and implementing leisure, recreation, and sports programs. Employment, not requiring licensure or certification, in areas such as health and wellness, sports-related programs, recreation and leisure, across a spectrum of industries and businesses are relatable to this Concentration. Those currently in the field will advance knowledge and skills beneficial for employment and career advancement.

Occupational Specialty Area - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.

The Kinesiology Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours from below:

ADED 3113 - Internship in Adult Education 3

KNES 3203 - Organization and Programming in Recreation, Leisure and Sport 3

KNES 3213 - Outdoor Adventure Programming 3

**KNES 3243 – Introduction to Coaching Sport 3**

KNES 3323 - Theory & Application of Coaching Sport 3

KNES 3353 - Officiating 3

KNES 3513 - Scientific Foundations of Human Movement 3

KNES 3603 - Assessment and Evaluation in Kinesiology 3

KNES 3803 - Leadership in Recreation, Leisure and Sport 3

KNES 3813 - Managing Program Events and Facilities 3

KNES 3823 - Sport Marketing and Finance 3

KNES 4033 - Sport and Exercise Psychology 3

KNES 4513 - Adapted Physical Activity 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~~

KNES 4553 - Law and Ethics in Recreation, Leisure and Sport 3

KNES 4663 - Fundamentals of Elementary Physical Education 3

KNES 4693 - Fundamentals of Secondary Physical Education 3

3 hours of advanced electives

Note:

The BAAS Kinesiology Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional/substitute course to fulfill the above 36 semester hour curriculum.

The BAAS Degree with Liberal Arts Concentration

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

Occupational Specialty - 42 semester hours, and any additional hours necessary to meet the 120-hour university requirement.

The Liberal Arts Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours from the following:

30 advanced hours from the Prothro-Yeager College of Humanities and Social Sciences; and  
3 hours of electives

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

7. Dr. Curry submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.

### **The BAAS Degree with Special Education Concentration**

**The BAAS Special Education Concentration is designed to prepare individuals to support children and adolescents with disabilities across a wide range of educational and community settings. This concentration emphasizes practical skills and applied knowledge for working in schools, social services, and advocacy organizations. The interdisciplinary structure of the program allows students to explore topics such as early childhood special education, special education law, assistive technology, and strategies for supporting individuals with disabilities across the lifespan. This program does not lead to Texas teacher certification.**

**Occupational Specialty Area - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.**

**The Special Education Concentration - 36 advanced semester hours**

**ADED 4113 - Capstone Project 3**

**ECED 3203 - Social-Emotional Learning in Early Childhood 3**

**ECED 4203 - Infant and Toddler Care and Program Development 3**

**ECED 4423 - Early Care Connections 3**

**ECED 4223 - Developmentally Appropriate Practices 3**

**EPSY 3803 - Human Development, Behavior, and Learning Theory 3**

**KNES 4513 - Adapted Physical Activity 3**

**READ 4223 - Diagnosis and Correction of Reading Difficulties 3**

**SPED 4113 - Foundations of Special Education 3**

**SPED 4513 - Teaching Strategies for Affective Disorders 3**

**SPED 4533 - Early Childhood Special Education 3**

**SPED 3523 - Introduction to Individuals with Disabilities 3**

**SPED 3973 - Special Topics in Special Education 3**

**6 hours of advanced electives**

**Note:**

**The BAAS Special Education Concentration student may submit a petition to the BAAS**

**program for permission to apply appropriate additional/substitute course to fulfill the above 36 semester hour curriculum.**

8. Dr. Curry submitted the following undergraduate items for approval. Ms. Gose seconded the motion and the items were approved.

**The BAAS Degree with Substance Abuse Counseling Concentration**

**The Substance Abuse Counseling Concentration prepares individuals for careers in the field of addiction and behavioral health services, including counseling, case management, rehabilitation support, prevention programs, mental health services, and other community-based settings. This program provides foundational knowledge and skills to pursue further certification or licensure, such as a Licensed Chemical Dependency Counselor- Intern (LCDC-I). Completing the eligibility requirements and applying for registration as a counselor intern is the first step in becoming a full Licensed Chemical Dependency Counselor (LCDC). Students are responsible for reviewing the official requirements with the Texas Department of Health and Human Services. The Board of LCDC recognizes that certain criminal histories may disqualify individuals from receiving a license in Texas. For detailed licensure requirements, please refer to TAC Title 26, Chapter 562.**

**REASONS FOR POSSIBLE INELIGIBILITY FOR STATE LICENSURE**

**The Board of Licensed Chemical Dependency Counselors recognizes that certain criminal histories may disqualify individuals from receiving a license in Texas. For detailed information regarding factors that could lead to ineligibility, please reach out to the LCDCI board.**

**Occupational Specialty - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.**

**The Substance Abuse Counseling Concentration - 36 advanced semester hours**

**ADED 4113 - Capstone Project 3**

**33 advanced semester hours from below:**

**COUN 3003 - Personal Wellness and Professional Practice 3**

**COUN 3013 - Ethics in Substance Abuse Counseling 3**

**COUN 4013- Human Relations 3**

**COUN 4023 - Documentation, Ethics and the Law for Substance Abuse Counselors 3**

**COUN 4033 - Adolescents and Substance Abuse 3**

**COUN 4233 - Substance Abuse and Addiction 3**

**COUN 4243 - Suicide and Violence Assessment, Prevention, and Treatment 3**

**COUN 4503 - Consultation and Supervision for Addictions Professionals 3**

**COUN 4513 – Research Methods**

**COUN 4713 - Practicum 3**

**COUN 4883 - Internship 3**

**EPSY 3803 -Human Development, Behavior, and Learning Theory**

**SPED 3523- Introduction to Individuals with Disabilities**

**3 hours of advanced electives**

**The BAAS Substance Abuse Counseling Concentration student may submit a petition to the BAAS program for permission to apply appropriate additional courses to fulfill the above 36 semester-hour curriculum.**

### The BAAS Degree with Technology Concentration

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

Occupational Specialty - 42 semester hours and any additional hours necessary to meet the 120-hour university requirement.

The Technology Concentration - 36 advanced semester hours

ADED 4113 - Capstone Project 3

33 advanced semester hours from below:

ADED 3113 - Internship in Adult Education 3

TECH 3103 - Safety Technology 3

TECH 3113 - Quality Technology 3

TECH 3133 - Manufacturing Technology 3

TECH 3143 - Production Planning 3

TECH 3153 - Project Planning 3

TECH 3163 - Supply Technology 3

TECH 4103 - Innovation 3

TECH 4113 - Facilities Design 3

TECH 4123 - Energy Technology 3

TECH 4133 - Construction Technology 3

3 hours of advanced electives

Note:

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

9. Dr. Curry submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.

Catalog Change- Effective Fall 2026

*Point of Contact: Suzanne Lindt*

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

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

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 and Texas Government I 3 \*

POLS 1433 - American and Texas Government II 3 \*

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 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

**Additional EC-3** ~~Early Childhood Content-~~ 24 **21** 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 \*

\*indicates content teaching field

**Professional** 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 **Block**- 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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~~ **Content Block**- ~~12~~ **21** hoursBefore taking the following courses, student must have completed Foundation **Block** 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~~ **Clinical Teaching Courses Semester— ~~3~~ **9** hours**~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~**EDUC 4166 Clinical Teaching for Undergraduate Students 6**EDUC 4233 - Undergraduate Action Research 3 ~~semester hours~~ \*

Total Semester Hours – 120

**Education, Early Childhood Through Grade 3 Track, B.S.E. with Teacher Residency 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 and Texas Government I 3 \***  
**POLS 1433 - American and Texas Government II 3 \***  
**EDUC 2013 - School and Society 3**  
**COUN 2143 - Human Experiences 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 - 7 hours**

**Additional EC-3 Content - 12 semester hours**

**ECED 4123 - Early Childhood Development: Language and Literacy 3 \***  
**ECED 4133 - Early Childhood Curriculum 3 \***  
**GNMT 3003 - Concepts of Mathematics 3 \***  
**READ 3023 - Word Study: Language Structures and Phonics 3 \***  
**\*indicates content teaching field**

**Professional 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 Block - 12 hours**

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**  
**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**  
**Content Block - 9 hours**

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

**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**

**Courses Taken During Residency– 27 hours**

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

**READ 4223 - Diagnosis and Correction of Reading Difficulties 3**

**SOST 3003 - Concepts of Social Studies 3 \***

**EDUC 4323 Teacher Residency I 3**

**EDUC 4336 Teacher Residency II 6**

**ECED 3173 - ESL Methods and Materials 3 \***

**ETEC 4003 - Advanced Technology Integration 3**

**Total Semester Hours – 120**

10. Dr. Curry submitted the following undergraduate items for approval. Dr. Forrester seconded the motion and the items were approved.

*Point of Contact: Suzanne Lindt*

Catalog Change- Effective Fall 2026

Education, Early Childhood Through Grade 6 Track, B.S.E. **Clinical Teaching Track**

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

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

MUSC 1033 - The Appreciation of Music 3

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

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

~~ENGL 2413 - World Literature I 3~~

~~ENGL 2423 - World Literature II 3~~

~~ENGL 2613 - Survey of American Literature I 3~~

~~ENGL 2623 - Survey of American Literature II 3~~

~~ENGL 2813 - Survey of English Literature I 3~~

~~ENGL 2823 - Survey of English Literature II 3~~

Teaching Field – 57

~~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  
 GNSC 1104 - Life/Earth Science 4 \*  
 GNSC 1204 - Physical Science 4 \*  
 GNSC 3104 - Concepts of Science 4  
 HIST 1133 - Survey of American History to 1865 3 \*  
 HIST 1233 - Survey of American History since 1865 3 \*  
 HIST 3003 - Survey of Texas History 3  
 MATH 1233 - College Algebra 3 \*  
 MATH 2033 - Structure of the Number System I 3  
 MATH 2043 - Structure of the Number System II 3  
 GNMT 3003 - Concepts of Mathematics 3  
 POLS 1333 - American and Texas Government I 3 \*  
 POLS 1433 - American and Texas Government II 3 \*

**READ 3023 - Word Study: Language Structures and Phonics 3**

SOST 3003 - Concepts of Social Studies 3  
 KNES 1213 - Health, Fitness, and Physical Activity for Children 3  
 Note:

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

~~Other Requirements—9 hours~~

Professional Education and Reading Blocks - ~~33~~ **42** hours

Foundation Courses **Block** - **912** hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content** Block A - ~~12~~ **21** hours

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

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

~~Block B—6 hours~~

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

READ 4203 - Developmental Reading 3

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

Concurrent or after Block B—3 hours

READ 4223 - Diagnosis and Correction of Reading Difficulties 3

**Clinical Teaching Courses** To be taken in last semester - ~~3~~ **32** hours

~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~

**EDUC 4166 Clinical Teaching for Undergraduate Students 6**

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

Total Semester Hours – 120

### **Education, Early Childhood Through Grade 6 Track, B.S.E. Teacher Residency Track**

#### **General**

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

**Academic Foundations and Core Curriculum - 42 semester hours**

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

**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**

**MUSC 1033 - The Appreciation of Music 3**

**COUN 2023 - Human Development 3**

**EDUC 2013 - School and Society 3**

**COUN 2143 - Human Experiences 3**

**Teaching Field - 51 hours**

**ECED 4123 - Early Childhood Development: Language and Literacy 3**

**ECED 4133 - Early Childhood Curriculum 3**

**GNSC 1104 - Life/Earth Science 4 \***

**GNSC 1204 - Physical Science 4 \***

**GNSC 3104 - Concepts of Science 4**

**HIST 1133 - Survey of American History to 1865 3 \***

**HIST 1233 - Survey of American History since 1865 3 \***

**HIST 3003 - Survey of Texas History 3**

**MATH 1233 - College Algebra 3 \***

**MATH 2033 - Structure of the Number System I 3**

**MATH 2043 - Structure of the Number System II 3**

**GNMT 3003 - Concepts of Mathematics 3**

**POLS 1333 - American and Texas Government I 3 \***  
**POLS 1433 - American and Texas Government II 3 \***  
**READ 3023 - Word Study: Language Structures and Phonics 3**  
**KNES 1213 - Health, Fitness, and Physical Activity for Children 3**

**Note:**

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

**Professional Education and Reading Blocks - 51 hours**

**Foundation Block - 12 hours**

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**  
**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**

**Content Block - 9 hours**

**EDUC 4033 - Teaching Social Studies in Elementary School 3**  
**EDUC 4043 - Teaching Math in Elementary School 3**  
**EDUC 4053 - Teaching Science in the Elementary School 3**

**Courses Taken During Residency - 27 hours**

**READ 4203 - Developmental Reading 3**  
**READ 4213 - Methods of Teaching Reading and the Language Arts 3**  
**READ 4223 - Diagnosis and Correction of Reading Difficulties 3**  
**SOST 3003 - Concepts of Social Studies 3**  
**EDUC 4323 Teacher Residency I 3**  
**EDUC 4336 Teacher Residency II 6**  
**ECED 3173 - ESL Methods and Materials 3**  
**ETEC 4003 - Advanced Technology Integration 3**

**Total Semester Hours - 120**

11. Dr. Curry submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

Secondary Education, Science (Grades 7-12) Track, B.S.E.

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

MATH 1233 - College Algebra 3

CHEM 1143 - General Chemistry 3

CHEM 1243 - General Chemistry 3

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

Teaching Field - ~~43~~ **39** hours

BIOL 1114 - Life I: Molecular & Cellular Concepts 4

BIOL 1214 - Life II: Evolution and Ecology 4

BIOL 3104 - Fundamental Genetics 4

OR

BIOL 3334 - Genetics 4

BIOL 3024 - Vertebrate Zoology 4

OR

BIOL 3434 - Entomology 4

OR

BIOL 3534 - Systematic Botany 4

CHEM 2001 - Organic Chemistry I Laboratory 1

CHEM 2003 - Organic Chemistry I 3

GEOS 1134 - Physical Geology 4

GEOS 1234 - Historical Geology 4

PHYS 1144 - College Physics I 4

PHYS 1244 - College Physics II 4

PHYS 1533 - Descriptive Astronomy 3

Other Requirements - ~~8~~ **6** hours

CHEM 1141 - General Chemistry Laboratory 1

CHEM 1241 - General Chemistry Laboratory 1

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

~~MATH 1433 - Plane Trigonometry 3~~

**ECED 3173 - ESL Methods and Materials 3**

**Elective Course 1**

**Professional** Education and Reading **Content** Block - ~~27~~ **33** hours

2.75 GPA required for Clinical Teaching.

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

Students must have completed EDUC 2013 and COUN 2143 and 45 semester hours.

Foundation **Block** Courses - 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content** Block A - 12 hours

~~Student must have Foundation courses completed prior to enrolling.~~

EDUC 4086 - Teaching Methods in Science (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

READ 4403 - Content Literacy 3

**Clinical Experience Courses** Final semester - ~~3~~ **9** hours

~~EDUC 4173 - Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours - 120

12. Dr. Curry submitted the following undergraduate items for approval. Dr. Watson seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

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

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)

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 Experiences 3

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

~~ENGL 2413 – World Literature I 3~~

~~ENGL 2423 – World Literature II 3~~

~~ENGL 2613 – Survey of American Literature I 3~~

~~ENGL 2623 – Survey of American Literature II 3~~

~~ENGL 2813 – Survey of English Literature I 3~~

~~ENGL 2823 – Survey of English Literature II 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 2123 - Rhetoric of Visuals and Infographics 3

~~ENGL 3023 – Composition Pedagogies and Practices 3~~

**ENGL 4013 – Introduction to Composition Studies 3**

ENGL 3213 - Digital and New Media Rhetoric 3

ENGL 3503 - Advanced Survey of Literature 3

ENGL 3513 - Advanced **Practical** Grammar 3

ENGL 4001 - Senior Capstone 1

ENGL 4533 - Literary Theory and Criticism 3

OR

ENGL 4553 - Rhetorical Theory and Criticism 3

Additional ~~12~~**15** hours of English. **Six hours must be literature-based courses.**

Choose ~~12~~**13** 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 I 3~~

~~ENGL 2423—World Literature II 3~~

~~ENGL 2613—Survey of American Literature I 3~~

~~ENGL 2623—Survey of American Literature II 3~~

~~ENGL 2813—Survey of English Literature I 3~~

~~ENGL 2823—Survey of English Literature II 3~~

Other Requirements - ~~15~~ 9 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 Content Blocks – ~~24~~ 30 hours

Foundation Courses Block- 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

Content Reading Block -~~9~~ 12 hours

ETEC 4003 - Advanced Technology Integration 3

**READ 4403 - Content Literacy 3**

READ 4233 - Methods of Teaching Intermediate and Secondary Reading 3

READ 4243 - Methods of Teaching Intermediate and Secondary Language Arts 3

**Clinical Experience Courses** ~~To be taken in the last semester - 3~~ **9** hours

~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

13. Dr. Curry submitted the following undergraduate items for approval. Dr. Watson seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

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

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

~~ENGL 2—3 Sophomore Literature 3~~

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

Teaching Field - 39 hours

ENGL 2013 - Introduction to English Studies 3

ENGL 3203 - Technical Writing 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 4533 - Literary Theory and Criticism 3

ENGL 4553 - Rhetorical Theory and Criticism 3

English ~~Upper Level~~ Electives - 15 hours (~~3000/4000 level~~)

Reading Concentration - ~~12~~ **6** hours

ECED 3173 - ESL Methods and Materials 3

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

READ 4223 - Diagnosis and Correction of Reading Difficulties 3

~~READ 4403 - Content Literacy 3~~

**Professional** Education and **Reading Content** Block – **33** ~~27~~ hours

2.75 GPA required for Clinical Teaching.

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

Students must have taken EDUC 2013 and COUN 2143 and completed 45 semester hours.

~~Foundation Courses~~ **Block** - 12 hours

Prior to enrolling, student must be admitted into the Teacher Education Program.

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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 Content** Block – 12 hours

~~Prior to enrolling, student must have finished Foundation Courses.~~

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

**READ 4403 - Content Literacy 3**

Electives—3 hours

**Clinical Experience Courses** Final Semester - 3 **9** hours

~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

14. Dr. Curry submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

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

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 Experiences 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) - ~~33~~ **32** hours

MATH 1233 - College Algebra 3 \*

MATH 1433 - Plane Trigonometry 3

~~MATH 1534 - Precalculus 4~~

MATH 1634 - Calculus I 4

**MATH 2753 Linear Algebra OR College of Education Dean Approved Math Elective 3**

MATH 2033 - Structure of the Number System I 3

MATH 2043 - Structure of the Number System II 3

MATH 3004 - Problem Solving and Discrete Mathematics 4

MATH 3133 - Foundations of Geometry 3

STAT 3573 - Probability and Statistics 3

GNMT 3003 - Concepts of Mathematics 3

Note:

\*3 hours are duplicated in Academic Foundations and Core Curriculum, but the total program hours do not change.

Other Requirements - ~~19~~ **14** hours

ECED 3173 - ESL Methods and Materials 3

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

Electives - ~~13~~ **11** hours

Professional Education and **Content** Reading Blocks - ~~27~~ **33** hours

Foundation **Block** Courses - 12 hours

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

**EDUC 3100 - Teacher Certification Orientation and Foundational Concepts 0**

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

**Content** Block A - 12 hours

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

EDUC 4076 - Teaching Methods in Mathematics (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

READ 4403 - Content Literacy 3

**Clinical Experience Courses** ~~To be taken in last semester - 3~~ **9** hours

~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

15. Dr. Curry submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

Secondary Education, Mathematics (Grades 7-12) Track, B.S.E.

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 (45 total hours for core, including these specific courses)

MATH 1534 - Precalculus 4

Life and Physical Science - must choose two of the 4 hour options for a total of 8 hours

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

Teaching Field - 33 hours

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

MATH 1634 - Calculus I 4

MATH 1734 - Calculus II 4

MATH 2753 - Linear Algebra 3

MATH 3004 - Problem Solving and Discrete Mathematics 4

MATH 3133 - Foundations of Geometry 3

MATH 3233 - Introduction to Modern Mathematics 3

MATH 3753 - Vector Spaces 3

MATH 4733 - Introductory Analysis I 3

MATH Upper Level Elective - 3 hours

STAT 3573 - Probability and Statistics 3

Other Requirements --~~15~~ 9 hours

ECED 3173 - ESL Methods and Materials 3

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

Electives --~~9~~ 6 hours

**Professional Education and Content** Block - ~~27~~ 33 hours

2.75 GPA required for Clinical Teaching.

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

Students must have completed EDUC 2013 and COUN 2143 and completed 45 semester hours.

Foundation Courses **Block**- 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content** Block A - 12 hours

Student must have completed Foundation Courses prior to enrolling in **Content Block** ~~Block A~~ courses.

EDUC 4076 - Teaching Methods in Mathematics (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

READ 4403 - Content Literacy 3

**Clinical Experience Courses** ~~Final semester - 3~~ **9** hours

~~EDUC 4173 – Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

16. Dr. Curry submitted the following undergraduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

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

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

BIOL 1134 - Anatomy and Physiology I 4

BIOL 1234 - Anatomy and Physiology II 4

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

Major in Physical Education - 30 hours

KNES 1503 - Concepts of Fitness and Wellness 3

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 4513 - Adapted Physical Activity 3

KNES 4553 - Law and Ethics in Recreation, Leisure and Sport 3

KNES 4663 - Fundamentals of Elementary Physical Education 3

KNES 4693 - Fundamentals of Secondary Physical Education 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 one of the following concentrations:

English Language Arts and Reading Concentration - ~~15~~ **12** hours

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

~~ENGL 2113 - Intermediate Composition & Grammar 3~~

**READ 3023 Word Study: Word Study: Language, Structures, and Phonics 3**

~~ENGL 2 - 3 Sophomore Literature (This course cannot also be used in the Language, Philosophy and Culture core above.)~~

ENGL 3213 - Digital and New Media Rhetoric 3

ENGL 4013 - Introduction to Composition Studies 3

Mathematics Concentration - ~~15~~ **12** hours

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

GNMT 3003 - Concepts of Mathematics 3

MATH 1433 - Plane Trigonometry 3

MATH 2033 - Structure of the Number System I 3

MATH 2043 - Structure of the Number System II 3

Science Concentration - ~~15~~ **12** hours

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

GNSC 1104 - Life/Earth Science 4

GNSC 1204 - Physical Science 4

GNSC 3104 - Concepts of Science 4

Social Studies Concentration - ~~15~~ **12** hours

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

GEOG 3003 - Geography of the World **OR GEOG 3113 - Geography of North America 3**

HIST 1433 - Survey of Western Civilization 3 (This course cannot also be used in the Language, Philosophy and Culture core above.)

HIST 3003 - Survey of Texas History 3

SOST 3003 - Concepts of Social Studies 3

**Professional** Education Block - 27 hours

2.75 GPA required for Clinical Teaching.

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

Students must have taken EDUC 2013 and COUN 2143 and completed 45 semester hours.

Foundation Courses **Block** - 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

EDUC 3163 - Classroom Management 3

EPSY 3153 - Educational Psychology 3

KNES 3603 - Assessment and Evaluation in Kinesiology 3 \*

KNES 4513 - Adapted Physical Activity 3 \*

Note:

\*6 hours are duplicated in the Major but the total program hours do not change.

**Concentration** Block A - 12 hours

Students must have Foundations Courses completed prior to enrolling.

EDUC 4066 - Teaching Methods in Social Studies (Middle and High School) 6

OR

EDUC 4076 - Teaching Methods in Mathematics (Middle and High School) 6

OR

EDUC 4086 - Teaching Methods in Science (Middle and High School) 6

OR

READ 4233 - Methods of Teaching Intermediate and Secondary Reading 3

AND

READ 4243 - Methods of Teaching Intermediate and Secondary Language Arts 3

READ 4273 - Content Reading 3 ~~semester hours~~

ETEC 4003 - Advanced Technology Integration 3

**Clinical Experience Courses** ~~Final Semester - 3~~ **9** hours

~~EDUC 4173—Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Approved Electives - ~~10~~ **7** hours

Total Semester Hours – 120

17. Dr. Curry submitted the following undergraduate items for approval. Dr. Brennan seconded the motion and the items were approved.

Effective: Fall 2026

Point of Contact: Suzanne Lindt

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

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 Experiences 3

Teaching Field - 39 hours

BIOL 1134 - Anatomy and Physiology I 4

BIOL 1234 - Anatomy and Physiology II 4

CHEM 1141 - General Chemistry Laboratory 1

CHEM 1143 - General Chemistry 3

GEOS 1134 - Physical Geology 4

GEOS 1234 - Historical Geology 4

GEOS 3014 - Meteorology, Climate, and Climate Change 4

GNSC 1104 - Life/Earth Science 4 \*

GNSC 1204 - Physical Science 4 \*

GNSC 3104 - Concepts of Science 4

PHYS 1533 - Descriptive Astronomy 3

Note:

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

Other Requirements - ~~24~~ **15** hours

ECED 3173 - ESL Methods and Materials 3

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

MATH 2033 - Structure of the Number System I 3

MATH 2043 - Structure of the Number System II 3

READ 4403 - Content Literacy 3

Electives - ~~6~~ **3** hours

Professional Education and ~~Reading~~ **Content** Blocks - ~~24~~ **30** hours

Foundation ~~Courses~~ **Block**- 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content** Block A - 9 hours

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

EDUC 4086 - Teaching Methods in Science (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

**Clinical Experience Courses** ~~To be taken in last semester - 3~~ **9** hours

~~EDUC 4173 - Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours - 120

(Courses considered in the Major - ~~33~~**36** hours)

The courses below are the ones that are considered as part of the student's "major" hours. All of these are included in the requirements above.

ECED 3173 - ESL Methods and Materials 3

EDUC 3163 - Classroom Management 3

EDUC 3183 - Classroom Assessment 3

EDUC 4086 - Teaching Methods in Science (Middle and High School) 6

~~EDUC 4173 - Clinical Teaching for Undergraduate Students 3~~

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

EPSY 3153 - Educational Psychology 3

ETEC 4003 - Advanced Technology Integration 3

READ 4403 - Content Literacy 3

SPED 3623 - Teaching Students with Special Needs in Inclusive Settings 3

18. Dr. Curry submitted the following undergraduate items for approval. Dr. Watson seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

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

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)

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 Experiences 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 1353 - World Civilizations to 1500 3

HIST 1433 - Survey of Western Civilization 3

HIST 1453 - World Civilizations since 1500 3

HIST 3003 - Survey of Texas History 3

HIST 4433 - Twentieth Century Europe 3

POLS 1333 - American and Texas Government I 3 \*

POLS 1433 - American and Texas Government II 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~~ 7 hours

ECED 3173 - ESL Methods and Materials 3

~~EDUC 4233 - Undergraduate Action Research 3 semester hours~~

~~READ 4403 - Content Literacy 3~~

Electives - 4 hours

Professional Education and ~~Reading~~ **Content** Blocks - 24 hours

Foundation ~~Courses~~ **Block** - 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content Block A - 9** 12 hours

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

EDUC 4066 - Teaching Methods in Social Studies (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

**READ 4403 - Content Literacy 3**

**Clinical Experience Courses** ~~To be taken in last semester - 3~~ 9 hours

~~EDUC 4173 - Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

19. Dr. Curry submitted the following undergraduate items for approval. Dr. Watson seconded the motion and the items were approved.

Effective: Fall 2026

*Point of Contact: Suzanne Lindt*

Secondary Education, Social Studies (Grades 7-12) Track, B.S.E.

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

COUN 2023 - Human Development 3

EDUC 2013 - School and Society 3

COUN 2143 - Human Experiences 3

Teaching Field - ~~54~~24 hours

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

HIST 1353 - World Civilizations to 1500 3 (This course cannot also be used in the Language, Philosophy and Culture core above.)

HIST 1433 - Survey of Western Civilization 3 (This course cannot also be used in the Language, Philosophy and Culture core above.)

HIST 1453 - World Civilizations since 1500 3 (This course cannot also be used in the Language, Philosophy and Culture core above.)

HIST 3003 - Survey of Texas History 3

HIST 4433 - Twentieth Century Europe 3

Advanced U.S. History - 3 hours

Advanced European History - 3 hours

Advanced Non-U.S., Non-European History - 3 hours

~~Interdisciplinary Minor—18 hours~~

ECON 1333 - General Economics 3 (This course cannot also be used in the Social & Behavioral Sciences core above.)

ECON 2333 - Macroeconomic Principles 3

GEOG 3003 - Geography of the World 3

POLS 2523 - Foundations of Government and Politics 3 (This course cannot also be used in the Cultural & Global Understanding core above.)

POLS 3313 - Introduction to Political Theory 3

SOST 3003 - Concepts of Social Studies 3

**HIST 1133 - Survey of American History to 1865 3 \***

**HIST 1233 - Survey of American History since 1865 3 \***

**POLS 1333 - American and Texas Government I 3 \***

**POLS 1433 - American and Texas Government II 3 \***

**Note:**

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

Other Requirements—9 hours

~~ECED 3173—ESL Methods and Materials 3~~

~~EDUC 4233—Undergraduate Action Research 3 semester hours~~

Electives—3 hours

Education Block - ~~36~~27 hours

2.75 GPA required for Clinical Teaching.

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

Students must have completed EDUC 2013 and COUN 2143 and completed 45 semester hours.

Foundation **Block** Courses— 12 hours

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

**EDUC 3100 – Teacher Certification Orientation and Foundational Concepts 0**

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

**Content Block A - 15+2 hours**

Student must have completed Foundation Courses prior to enrolling in **Content Block A**.

EDUC 4066 - Teaching Methods in Social Studies (Middle and High School) 6

ETEC 4003 - Advanced Technology Integration 3

READ 4403 - Content Literacy 3

**ECED 3173 - ESL Methods and Materials 3**

**Clinical Experience Courses** ~~To be taken in last semester - 3~~ **9** hours

~~EDUC 4173 - Clinical Teaching for Undergraduate Students 3~~

**EDUC 4233 - Undergraduate Action Research 3 or EDUC 4323 Residency I 3**

**EDUC 4166 Clinical Teaching for Undergraduate Students 6 or EDUC 4336 Residency II 6**

Total Semester Hours – 120

20. Dr. Curry submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Catalog Change—Effective Fall 2026

*Point of Contact: Kelly Medellin*

Substance Abuse Counseling, B.S.E.

Gordon T. and Ellen West College of Education and Professional Studies

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Major (48 hours)\*-

Major Required Courses - 18 semester hours

COUN 1023 - Substance Abuse Counseling 3

COUN 2213 - Substance Abuse Counseling Theories 3

COUN 4033 - Adolescents and Substance Abuse 3

~~COUN 4233 - Substance Abuse and Diversity 3~~

**COUN 4233 - Substance Abuse and Addiction 3**

COUN 4713 - Practicum 3

COUN 4883 - Internship 3

Major Related Course Options (Choose 30 or 31 hours from the following):

COUN 1033 - Pharmacology of Substance Abuse 3

COUN 1043 - Screening, Assessment, Diagnosis, and Referral for Substance Abuse 3

COUN 2203 - Treatment Planning for Relapse Prevention for Substance Abuse 3

COUN 2223 - Substance Abuse Intervention and Prevention 3

COUN 2233 - Group Process for Substance Abuse 3

COUN 2243 - Counseling Skills for Substance Abuse Counseling Professionals 3

COUN 2253 - Family Dynamics 3

COUN 3003 - Personal Wellness and Professional Practice 3

~~COUN 3013 - Socio-Cultural and Political Advocacy in Substance Abuse Counseling 3~~

**COUN 3013 - Ethics in Substance Abuse Counseling 3**

COUN 4023 - Documentation, Ethics and the Law for Substance Abuse Counselors 3

COUN 4243 - Suicide and Violence Assessment, Prevention, and Treatment 3

COUN 4503 - Consultation and Supervision for Addictions Professionals 3

CRJU 1113 - Introduction to Criminal Justice 3

CRJU 3313 - Law and Society 3

or

CRJU 4213 - Criminal Law 3

COUN 4013 - Human Relations 3

COUN 4513 - Research Methods 3

or

PSYC 3313 - Statistics for the Social and Behavioral Sciences 3

EPSY 3803 - Human Development, Behavior, and Learning Theory 3

MGMT 3613 - Nonprofit Organizations and Society 3

SOCL 1133 - Introductory Sociology 3

or

SOCL 4633 - The Sociology of Family Violence 3

or

SOWK 2423 - Introduction to Social Work 3

SPED 3523 - Introduction to Individuals with Disabilities 3

or

SPED 3613 - Exceptional Individuals 3

Electives - 29 hours or more to reach a total of 120 semester credit hours

Total semester hours - 120

\* Program requires 36 advanced hours

Gordon T. and Ellen West College of Education and Professional Studies

21. Dr. Curry submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.
22. Amanda Raines mentioned certificates can now be recorded on a student's transcript. Dr. Brown Marsden noted this will assist with retention tracking, and Dr. Curry noted students will enjoy having a tangible representation of their efforts.

Point of Contact: Kelly Medellin

Catalog Change—Effective Fall 2026

**West College of Education and Professional Studies- Professional Certificates**

**The West College of Education and Professional Studies at MSU offers professional**

certificates in Substance Abuse Counseling, Instructional Design Technology, and Early Childhood. These stackable certificates can be applied toward a bachelor's degree at MSU, providing a flexible pathway to further education. Previous transfer or vocational credits cannot be used to substitute courses within these certificate programs.

### **Substance Abuse Counseling Certificate**

**The Substance Abuse Counseling one-year certificate prepares individuals for careers as a Licensed Chemical Dependency Counselor Intern (LCDC-I) in the field of addiction and behavioral health services. This program provides foundational knowledge and skills to pursue further certification or licensure, such as a Licensed Chemical Dependency Counselor Intern (LCDC-I). Completing the eligibility requirements and applying for registration as a counselor intern is the first step in becoming a full Licensed Chemical Dependency Counselor (LCDC). Students are responsible for reviewing the official requirements with the Texas Department of Health and Human Services. This certificate can also be applied to the Substance Abuse Counseling B.S.E. or the Bachelor of Applied Arts and Sciences degree program with a Substance Abuse Counseling Concentration. For detailed licensure requirements, please refer to TAC Title 26, Chapter 562.**

### **REASONS FOR POSSIBLE INELIGIBILITY FOR STATE LICENSURE**

**The Board of Licensed Chemical Dependency Counselors recognizes that certain criminal histories may disqualify individuals from receiving a license in Texas. For detailed information regarding factors that could lead to ineligibility, please reach out to the LCDCI board.**

**Substance Abuse Counseling Curriculum Foundations Block (fulfills the 135 clock hours requirement for courses related to substance abuse disorders and their treatment)**

**9 hours from the following:**

**COUN 1033 - Pharmacology of Substance Abuse 3**

**COUN 1043 - Screening, Assessment, Diagnosis, and Referral for Substance Abuse 3**

**COUN 2203 - Treatment Planning for Relapse Prevention for Substance Abuse 3**

**COUN 2223 - Substance Abuse Intervention and Prevention 3**

**COUN 2233 - Group Process for Substance Abuse 3**

**COUN 2243 - Counseling Skills for Substance Abuse Counseling Professionals 3**

**COUN 3013 - Ethics in Substance Abuse Counseling 3**

**COUN 4023 - Documentation, Ethics and the Law for Substance Abuse Counselors 3**

**COUN 4033 - Adolescents and Substance Abuse 3**

**COUN 4233 - Substance Abuse and Addiction 3**

**COUN 4503 - Consultation and Supervision for Addictions Professionals 3**

**Complete a total of 9 hours of the following courses, or any of the above foundational block that you have not previously taken (fulfills 135 hours related education hours).**

**COUN 4013 - Human Relations**

**PSYC 3313 - Statistics for the Social and Behavioral Sciences 3**

**EPSY 3803 - Human Development, Behavior, and Learning Theory 3**

**SOCL 1133 - Introductory Sociology 3**

**SOCL 4633 - The Sociology of Family Violence 3**

**6 hours (fulfills the 300-hour practicum requirement)**

**COUN 4713 - Practicum 3**

**COUN 4883 - Internship 3**

**Total Hours- 24**

**Instructional Design and Technology Certificate**

**The Instructional Design and Technology certificate prepares individuals for careers in designing, developing, and implementing effective instructional materials and learning experiences across educational, corporate, and organizational settings. Graduates are equipped with skills in instructional design, e-learning development, multimedia production, and learning management systems. These stackable certificates can be applied to the Instructional Design and Technology B.S.E. or the Bachelor of Applied Arts and Sciences, Instructional Design and Technology Concentration degree program.**

**Instructional Design & Technology Foundations Certificate**

**IDT 4103 - Digital Literacy 3**

**IDT 4123 - Instructional Technology Design 3**

**IDT 4133 - Technology Integration 3**

**IDT 4143 - Multimedia Development I 3**

**IDT 4173 - Multimedia Development II 3**

**Total Hours- 15****Instructional Design & Technology Training & Development Certificate (choose 15 hours of the following)****EDUC 4513 - Introduction to Training and Development 3****EDUC 4523 - Trends and Issues in Training and Development 3****EDUC 4533 - Instructional Strategies for Adult Learners 3****EDUC 4543 - Instructional Systems Design 3****EDUC 4566 - Internship in Instructional Design and Technology 3****ETEC 4113 - Learning Technology Integration 3****Total Hours- 15****Early Childhood Professional Certificates**

**The Early Childhood Professional certificate programs prepare individuals for careers in the field of early childhood and early care, including teaching, youth-related social services, early care and youth programs, healthcare, child development, and other community settings. This program does not lead to Texas teacher certification. These stackable certificates can be applied to the Early Childhood Studies and Early Care B.S.E. or the Bachelor of Applied Arts and Sciences degree program with an Early Childhood Studies and Early Care Concentration. Students may earn transferable college credit for a current Child Development Associate (CDA) credential.**

**Early Care Provider/Assistant Certificate**

**Completion of the Early Care Provider/Assistant Certificate may help meet the educational requirements for CDA renewal. Students are responsible for reviewing the official requirements with the Council for Professional Recognition.**

**Foundations (9 hours)****ECED 3103 - Introduction to Young Children****ECED 4203 - Infant and Toddler Care and Program Development 3****ECED 4133 - Early Childhood Curriculum 3****Choose 9 hours from the following:**

**ECED 4233 - Play and Learning Environments for Young Children 3**

**ECED 4423 - Early Care Connections 3**

**KNES 1933 - Physical Development and Wellness of Young Children**

**ECED 4233 - Play and Learning Environments for Young Children 3**

**ECED 4213 - Guidance Strategies and Management Techniques for Young Children 3**

**Total Hours-18**

**Early Childhood Administration/Organization Certificate**

**Child Development Courses (9 hours)**

**ECED 3203 - Social-Emotional Learning in Early Childhood**

**ECED 4123 - Early Childhood Development: Language and Literacy 3**

**ECED 4223 - Developmentally Appropriate Practices 3**

**Management Courses (9 hours)**

**ECED 4403 - Ethics, Professional Standards, and Regulations in Early Care and Preschool Programs 3**

**ECED 4413 - Organization, Administration, and Leadership in Early Care and Preschool Programs 3**

**ECED 4433 - Health, Safety, and Nutrition in Early Care and Preschool Programs 3**

**Total Hours-18**

**Completion of the Early Childhood Administration/Organization Certificate may help meet the education requirements for Child Care Center Directors, depending on individual experience and coursework. Final determination of qualifications is governed by TAC Title 26, Chapter 746. Students are responsible for reviewing the official requirements in TAC Title 26, Chapter 746 to confirm eligibility.**

**Early Childhood Development and Intervention (EIS credential) Certificate**

**Requirements for the Early Childhood Development and Intervention certificate program -**

**For students who have already completed a bachelor's degree, this coursework meets requirements to apply for the Early Intervention Specialist credential (Texas Administrative Code (TAC), Title 40, Part 2, Chapter 108 §108.313).**

**For students who have not completed a bachelor's degree, this certificate can be applied to the Early Childhood Studies and Early Care B.S.E. or the Bachelor of Applied Arts and Sciences degree program with an Early Childhood Studies and Early Care Concentration.**

**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 Children 3**

**ECED 3113 - Foundations of Early Childhood Education and Early Care 3**

**ECED 3203 - Social-Emotional Learning in Early Childhood 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 - Early Care Connections 3**

**ECED 4433 - Health, Safety, and Nutrition in Early Care and Preschool Programs 3**

**KNES 1933 - Physical Development and Wellness of Young Children 3**

**SOWK 3233 - Parenting: Family and Community 3**

**SOWK 3544 - Human Behavior and the Social Environment I 4**

**SOWK 4223 - Family Systems 3**

**SOWK 4233 - Parenting 3**

**SPED 4533 - Early Childhood Special Education 3**

**Total Hours-18**

23. Dr. Curry submitted the following undergraduate items for approval. Ms. Gose seconded the motion and the items were approved.

Catalog Change—Effective Fall 2026

*Point of Contact: Kelly Medellin*

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 also be taken as a post-baccalaureate.

3 hours from the following:

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 also be taken as a 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 Children 3

ECED 3113 - Foundations of Early Childhood Education and Early Care 3

**ECED 3203 - Social-Emotional Learning in Early Childhood 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 - Early Care Connections 3

ECED 4433 - Health, Safety, and Nutrition in Early Care and Preschool Programs 3

KNES 1933 - Physical Development and Wellness of Young Children 3

SOWK 3233 - Parenting: Family and Community 3

SOWK 3544 - Human Behavior and the Social Environment I 4

SOWK 4223 - Family Systems 3

SOWK 4233 - Parenting 3

SPED 4533 - Early Childhood Special Education 3

Electives - 24 semester credit hours or more to complete 120 credit hours

Total semester hours - 120

\*program requires 36 advanced hours

24. Dr. Curry submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Effective Fall 2026

*Point of Contact: Stephanie Zamora Robles*

Sport Coaching, Leadership, and Administration Minor

Requirements for a Minor in Sport Coaching, Leadership, and Administration - 18 semester hours

Option I: Practitioner Emphasis

- KNES 1503 – Concepts of Fitness and Wellness 3
- KNES 2423 – Techniques & Strategies of Fitness and Conditioning Activities 3

- KNES 2433 – Techniques & Strategies of Adventure & Outdoor Activities 3
- KNES 3203 – Organization and Programming in Recreation, Leisure and Sport 3

Choose 6 semester hours from:

- KNES 3243 – Introduction to Coaching Sport 3
- KNES 3323 – Theory & Application of Coaching Sport 3
- KNES 3353 – Officiating 3
- KNES 4033 – Sport and Exercise Psychology 3
- KNES 4513 – Adapted Physical Activity 3

Option II: Management Emphasis

- 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 3813 - Managing Program Events and Facilities 3

Choose 6 semester hours from:

KNES 3213 - Outdoor Adventure Programming 3  
 KNES 4533 - Organization & Administration of Worksite Wellness Programs 3  
~~KNES 4543 - Diversity and Inclusion in Recreation, Leisure and Sport 3~~  
 KNES 4553 - Law and Ethics in Recreation, Leisure and Sport 3

25. Dr. Curry submitted the following undergraduate items for approval. Dr. Killion seconded the motion and the items were approved.

Course Inventory Updates – Effective Fall 2026:

Change of Course Title, Description, and Objectives

Course Prefix: COUN

Course Number: 4233

Course Title: Substance Abuse and ~~Diversity~~ **Addiction**

Prerequisite(s):

Description: ~~Explores the best practices for addictions treatment with diverse populations.~~

**Explores the best practices for addictions treatment in substance abuse counseling.**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

1. Students will be able to understand concepts of documentation, ethics, and law within substance abuse.
2. Students will be able to discuss different types of documentation within substance abuse counseling.
3. Students will be able to discuss the ethics substance abuse counselors must abide by.
4. Students will be able to discuss the laws and codes regarding substance abuse counseling.
5. Students will understand an ethical decision making model, and be able to walk through an ethical dilemma using an ethical decision making model.

- 1. Students will be able to identify and describe the major theories and models of addiction.**
- 2. Students will be able to analyze the stages of addiction and recovery.**
- 3. Students will demonstrate their understanding of the progression of substance use disorders and the process of relapse and relapse prevention.**
- 4. Students will be able to demonstrate knowledge of evidence-based treatment approaches in substance abuse counseling, such as Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), and 12-step programs.**
- 5. Students will be able to describe the impact of addiction on families and communities.**

#### Change of Course Title and Description

Course Prefix: COUN

Course Number: 3013

Course Title: ~~Socio-Cultural and Political Advocacy in Substance Abuse Counseling~~ **Ethics in Substance Abuse Counseling**

Prerequisite(s):

Description: ~~Examines current social, political, economic, and cultural context of addiction.~~

**Examines professional ethics and addiction issues in substance abuse counseling.**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

1. Students will be able to understand concepts of documentation, ethics, and law within substance abuse.
2. Students will be able to discuss different types of documentation within substance abuse counseling.
3. Students will be able to discuss the ethics substance abuse counselors must abide by.
4. Students will be able to discuss the laws and codes regarding substance abuse counseling.
5. Students will understand an ethical decision making model, and be able to walk through an ethical dilemma using an ethical decision making model.

26. Dr. Curry submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved

Course Inventory Updates – Effective Fall 2026:

New Course Addition

Course Prefix: **ADED**

Course Number: **2001**

Course Title: **Foundations of Professionalism: Skills for Academic and Career Success**

Prerequisite(s):

Description: **This course provides students with an understanding of today's evolving career landscape through guided discussions and reflective practice. Students will cultivate professional skills in communication, ethical conduct, and proactive engagement within the workplace.**

Lec/Lab Hrs: **0(0-0)**

Type of Course: **Seminar**

Course Objectives:

- 1. Define professionalism and describe its role in personal, academic, and professional contexts.**
- 2. Identify key components of professional behavior (i.e. communication, accountability, initiative, integrity, respect, and ethical conduct).**
- 3. Demonstrate effective professional communication (verbal, written, and non-verbal).**
- 4. Recognize ethical and professional standards relevant to their discipline.**
- 5. Reflect on their own professional identity and identify areas for growth.**
- 6. Apply reading comprehension and critical thinking skills to analyze, interpret, and evaluate information in a manner that demonstrates professional aptitude.**

New Course Addition

Course Prefix: **EDUC**

Course Number: **3100**

Course Title: **Teacher Certification Orientation and Foundational Concepts**

Prerequisite(s): **Admission to teacher certification program**

Description: **The Teacher Certification Orientation and Foundational Concepts course consists of multiple activities and/or trainings which are required components for becoming a certified educator as per Texas Education Code (TEC) and Texas Administrative Code (TAC) requirements. Credit or no-credit for seminar.**

Lec/Lab Hrs: **0(0-0)**

Type of Course: **Seminar**

Course Objectives:

- 1. Understand and adhere to Texas Educator Code regarding criminal background checks.**
- 2. Demonstrate a thorough understanding of the structure of the West College of Education & Professional Studies (WCOEPS) programs.**
- 3. Become familiar with required key assessments for teacher education program.**
- 4. Understand Teacher Education program requirements and submit acknowledgment of such (handbook acknowledgment).**
- 5. Understand privacy and confidentiality requirements and take the privacy pledge.**
- 6. Understand and verify understanding of requirements for clinical experiences, clinical**

teaching evaluation, and T-TESS Rubric.

**7. Understand and adhere to Texas Educators' Code of Ethics**

**8. Understand and identify how to recognize, respond to, and prevent, child abuse and neglect.**

**9. Understand and identify how to recognize, respond to, and prevent human trafficking.**

**10. Understand and acknowledge potential ineligibility of issuance of certificate due to criminal history.**

**11. Understand and adhere to various aspects of TEC and TAC.**

27. Dr. Curry submitted the following undergraduate items for approval. Ms. Watkins seconded the motion and the items were approved.

Change of Course Prerequisite

Course Prefix: EDUC

Course Number: 4166

Course Title: Clinical Teaching for Undergraduate Students

Prerequisite(s): ~~Senior standing and approval of the dean.~~ **Admission into Teacher Education Program**

Lec/Lab Hrs: 6(6-0)

Type of Course: Practicum

Course Prefix: EDUC

Course Number: 4173

Course Title: Clinical Teaching for Undergraduate Students

Prerequisite(s): ~~Senior standing and approval of the dean.~~ **Admission into Teacher Education Program**

Lec/Lab Hrs: 3(3-0)

Type of Course: Practicum

Course Prefix: EDUC

Course Number: 4323

Course Title: Teacher Residency I

Prerequisite(s): ~~Approval of the Dean,~~ **Admission into Teacher Education Program**

Lec/Lab Hrs: 3(3-0)

Type of Course: Practicum

Course Prefix: EDUC

Course Number: 4336

Course Title: Teacher Residency II

Prerequisite(s): ~~Requires Dean approval, admission into Teacher Education Program~~ **Teacher Residency I**

Lec/Lab Hrs: 6(6-0)

Type of Course: Practicum

28. Dr. Curry submitted the following undergraduate items for approval. Dr. Killion seconded the motion and the items were approved.

Deletion of Course

Course Prefix: ~~KNES~~

Course Number: ~~4543~~

Course Title: ~~Diversity & Inclusion in Recreation, Leisure & Sport~~

**McCoy College of Science, Mathematics and Engineering – Dr. Brennan**

29. Dr. Brennan submitted the following undergraduate items for approval. Dr. Ziegler seconded the motion and the items were approved.

Course Inventory Update – Effective Fall 2026:

Change of Course Prerequisite

Course Prefix: EENG

Course Number: 4124

Course Title: Embedded and Real-Time Systems

Prerequisite(s): **EENG 3154**

Description: Embedded microcomputer systems; implementation of multitasking, synchronization, protection, and paging; operating systems for embedded microcomputers; design, optimization, evaluation, and simulation of digital and analog interfaces; real-time microcomputer software; applications, including data acquisition and control.

Lec/Lab Hrs: 4(3-2)

Type of Course: Lecture/Lab

30. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

### **Graduate Course and Catalog Changes – Dr. Ziegler**

Course Inventory/Catalog Changes—Graduate Catalog

Effective Fall 2026

*The Foreign Language requirement is specific to the English and History programs. The requirement is being removed from the catalog.*

### **Graduate Catalog**

Admissions & Academic Information

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Graduate Faculty Requirements

General Academic Information

How to Apply For Graduate Admission

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International Students

General Requirements for the Master's Degree

Graduate Degrees Offered

The following master's and doctoral degrees are offered at Midwestern State University:

Doctor of Education

Major offered in Educational Leadership

Master of Arts

Majors offered in Biology, Clinical Mental Health, English, History, and Human Resource Development

Master of Arts in Criminal Justice

Major offered in Criminal Justice

Master of Business Administration

Major offered in Business Administration

Master of Education

Majors offered in Curriculum and Instruction, Educational Leadership, Special Education, and Sport Administration

Master of Health Administration

Major offered in Health Services Administration

Master of Professional Studies

Major offered in Professional Studies

Master of Science

Majors offered in Biology, Computer Science, English, and Geosciences

Master of Science in Exercise Physiology

Major offered in Exercise Physiology

Master of Science in Nursing

Majors offered in Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner

Master of Science in Radiologic Sciences

Majors offered in Radiologic Administration, Radiologic Education, and Radiologist Assistant

Graduate minors are available in Biology, English, History, Instructional Design and Technology Minor, Mathematics, Sport Administration, Teacher Leadership, and Training and Development.

The Gunn College of Health Sciences and Human Services offers graduate certificates in Computed Tomography, Health Services Administration, Magnetic Resonance Imaging, and Mammography, as well as a Post-Master's Family Nurse Practitioner Certificate and a Post-Master's Family Psychiatric Mental Health Nurse Practitioner Certificate. The West College of Education offers a Post-Master's Educational Diagnostician Certificate and a Post-Master's Principal Certificate. The Prothro-Yeager College of Humanities and Social Sciences offers graduate certificates in English-Professional Studies, English- Literature and Language Studies and History.

#### Graduate Faculty Requirements

Graduate Faculty membership is a means of recognizing members of the faculty for scholarly activities, creativity, direction of graduate research and study, and other contributions to the graduate programs. Therefore, such membership is neither pro forma nor automatic. All members of the full-time tenure/tenure track faculty of graduate degree-conferring units of MSU

become members of the Graduate Faculty upon appointment to the University unless the Graduate School receives notification from the college of the faculty member that he or she should not be included-e.g., because they do not satisfy the Criteria for Membership. Faculty with other types of appointments at MSU (e.g., adjunct or visiting faculty, faculty with administrative assignments and/or ex officio appointments, international exchange faculty) may be conferred Graduate Faculty membership upon nomination by their academic department, unit, or college. If approved by the Graduate Council, the individual will be designated as adjunct graduate faculty. Nominations are reviewed by the Graduate Council and approved by majority vote by the Graduate Council. Approval is for a maximum of five years aligning with the department/unit's graduate program review cycle, but individuals may be nominated for continued appointments subject to approval by the Graduate Council. Further explanation of these appointments may be found in the Midwestern State University Operating Policies and Procedures Manual, OP 42.01 Graduate Faculty Requirements and Procedures at <https://public.powerdms.com/MidwesternState/tree/documents/2223724>.

Demonstrated competency to teach at the graduate level must be documented by the department chair and college dean. Faculty appointments must be approved through the appropriate channels prior to the teaching of any graduate level courses or serving on any graduate committees. Persons who are not members of the Graduate Faculty may not teach graduate level courses.

## General Academic Information

### Authorization

Graduate study at Midwestern State University was authorized by the Board of Regents on January 18, 1952.

### Administration

The Graduate Council, chaired by the Dean of the Dr. Billie Doris McAda Graduate School, is composed of department chairs or coordinators responsible for specific graduate programs. The Council approves all proposals for graduate program changes, graduate course additions and deletions, and alterations in graduate program requirements. Additionally, the Council approves graduate admission standards and policies related to graduate assistants and graduate teaching assistants.

At the discretion of the Dean of the McAda Graduate School, some Graduate Council recommendations are forwarded to the Academic Council for final action. As with all committees, the Graduate Council is advisory to the President of the University.

## How to Apply for Graduate Admission

In order to participate in graduate-level studies at Midwestern State University, a candidate must be accepted by the Dr. Billie Doris McAda Graduate School and the candidate's intended program. The requirements for the Graduate School are listed below. Consult the specific program section of the catalog for program requirements. Please note, students may meet the Graduate School requirements for admission, but not meet the program requirements. Prospective students are encouraged to contact the Graduate School and visit our website <https://msutexas.edu/graduateschool> for current requirements.

Applicants for graduate or post-baccalaureate classification (including students who have completed their undergraduate degree at Midwestern State University) must complete the following steps:

Application for Graduate Admission: Midwestern State has a graduate application processing fee of \$50.00 (domestic) or \$75.00 (international). Students may apply online via our website at <https://msutexas.edu/academics/graduate-school/how-to-apply.php>. Applications may be submitted online by the following dates:

### Application deadlines:

Fall - August 1

Spring - December 1

Summer I May 1

Summer II June 1

[Click here for International Application deadlines.](#)

A student who has previously attended Midwestern State as a graduate student, but who did not enroll for fall or spring term must reactivate their file by completing a reactivation form. If a graduate student has not attended MSU for a year or more, a new application is required, with an application processing fee of \$75.00. All late applications are subject to approval by the Dean of the McAda Graduate School. If an applicant cannot be admitted and registered for the term submitted on the application, a new application and application fee may be required for subsequent semesters.

## Graduate Degree Seeking Students

**Graduate Standardized Test Scores and Official Transcripts:** The requirement for standardized test scores is decided at the college level. Students should contact the graduate coordinator of their intended graduate program for information. If test scores are required, the scores must be no more than ten years old. Students for whom official test scores cannot be obtained from an approved official source will be required to retake the test. An official transcript from each institution attended must be received from an official source prior to admission. (See section for program requirements.) Students must also meet program specific admission requirements and standards.

### Non-degree Seeking Students

**Post-Baccalaureate, Post-Master's, or Certificate Seeking:** Students under this classification are taking courses for professional improvement or certification, and are not pursuing a master's degree. Other than teacher's certification students, non-degree seeking students are not eligible for financial aid.

Courses taken as a post-baccalaureate student may be transferred into a master's program, subject to program approval, up to a maximum of 9 hours. The chair of the student's graduate program must approve acceptance and/or applicability of the hours.

**Falsification of Records:** Students who knowingly falsify or are a party to the falsification of any official university record (including such records as transcripts, test scores, application for admission, Texas Success Initiative status, and student personnel forms) will be subject to disciplinary action which may include suspension or enforced withdrawal from the University.

### Graduate Admission Process

Once all application materials have been received, a review is sent to the graduate coordinator for consideration. The review is then returned to the Dean of the McAda Graduate School with a recommended decision for admission. The Dean of the McAda Graduate School confirms the decision and sends official notification of the admission decision to the student.

Graduate coordinators may agree to consider a student for admission with an incomplete file under the following options:

**Early Admission Decision for Graduating Baccalaureate Students:**

Students may request an early admission decision if they are in their last semester and pending graduation with a bachelor's degree from a regionally accredited institution. Students must present official GRE, GMAT, or MAT scores, if required by the program to which they are applying, as well as an official current transcript from their undergraduate institution prior to requesting an early admission decision. If an early admission decision is granted by the graduate coordinator, students who will receive their undergraduate degree from an institution other than Midwestern State University will be required to submit an official transcript documenting the degree conferred prior to registration for classes. However, students who will receive their undergraduate degrees from Midwestern State University will be able to register for classes, during the scheduled registration periods, upon receipt of a Permit to Register. MSU students who have been allowed to register prior to graduation will be dropped from their graduate classes if they fail to graduate as planned. Note: Not all University departments allow early admission into their graduate programs.

#### Admission to the Dr. Billie Doris McAda Graduate School

##### Unconditional Admission

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. MSU requests that international graduate student transcripts be evaluated by a preferred third party for degree clarification. MSU will also accept evaluations from NACES members.

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 judged by the graduate faculty of the student's intended major to be adequate for success in the student's intended major.

##### Conditional Admission

An applicant who does not meet each of the above admission criteria may be eligible for conditional admission by the graduate faculty of the student's intended major if the applicant has the following:

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. MSU requests that international graduate student applicant transcripts be evaluated by a preferred third party for degree clarification. MSU will also accept evaluations from NACES members.

An official score for 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.

A student who is conditionally admitted must earn a grade point average of 3.0 or better in the first four graduate courses (which total at least 12 semester credit hours) applicable to the student's graduate major. Students who are assessed additional undergraduate leveling work must complete that work at the direction and to the satisfaction of the coordinator of the student's graduate major. To continue in the program, the student must meet the conditions set forth in the conditional admission.

#### Provisional Admission

A student may be admitted in the provisional admission status if transcripts and test scores, if required by their graduate program, have not been received in the McAda Graduate School in a timely manner to facilitate admission decisions. To be considered for this admission status, students must present a transcript with proof of a bachelor's degree conferred and test scores. Final transcripts must be received no later than 30 calendar days after the first day of class in the semester in which a student matriculates. An incomplete-credentials hold will be placed on the student's record preventing future registration until all transcripts and test scores are received and the student has been admitted into a graduate program. If transcripts and test scores are not received prior to the last day for an official withdrawal, the student may be administratively withdrawn from the University. Students who are administratively withdrawn are only due refunds in accordance with the MSU refund schedule. Not all graduate programs offer provisional admission status.

#### Admission Based on Previous Master's or Higher Degree

An applicant who has earned a master's or higher degree from a regionally accredited institution of higher education may be accepted on the basis of such degree. Determination of conditions, if any, will be made by the graduate program coordinator.

#### Appeal of Admission Decision

It is the responsibility of every graduate coordinator to make admissions decision recommendations to the Dean of the Dr. Billie Doris McAda Graduate School. Students may appeal an admission decision within 30 days of notification of denial by following the steps outlined below:

The student must consult with the graduate coordinator.

If this does not resolve the problem, the student should present a formal written appeal to the dean of the college in which the program resides. The dean should immediately request a written response to the student's request from the graduate coordinator.

Within ten working days from receipt of the appeal, the dean of the college should respond to the student in writing as to his or her disposition of this appeal.

Should the appeal not be disposed of by the dean of the college in a manner satisfactory to the appellant, the appeal may be presented to the Dean of the McAda Graduate School for consideration.

Within ten working days from receipt of the appeal, the Dean of the McAda Graduate School should respond to the student in writing as to his or her disposition of this appeal.

#### Graduate School Academic Fresh Start Admission

Upon application and prior to enrollment, a graduate student may request consideration for a "fresh start" when returning or applying to a graduate program leading to a master's degree at Northwestern State University. The student must present a signed statement requesting consideration, and must not register until approval has been received. Once elected, the decision is not revocable. A "fresh start" is defined as beginning a graduate program and having the graduate academic record reflect that grades from courses taken previously for graduate credit are not to be considered in the GPA calculation for the new graduate program. All graduate courses previously taken and grades previously earned at Northwestern State University will remain on the student's academic record.

To be considered for a fresh start, the student must submit a graduate admission application and a written statement of purpose for seeking readmission to the dean of the Dr. Billie Doris McAda Graduate School and must meet the following criteria:

A period of time of no less than three years has elapsed since the student last attended or was dismissed from an MSU graduate program;

The student's previous graduate GPA is below the minimum required to earn a master's degree (3.0 on a 4.0 scale);

The student meets current Graduate School admission requirements; and

The student has been recommended for admission to the program by the appropriate department.

Courses completed in a previous MSU graduate program for which the Academic Fresh Start was approved will not transfer nor be applied to the requirements of the new program. The new program, begun after the approval of the Academic Fresh Start, must be finished and the degree conferred within six years of the completion of the first course taken under the fresh start election. The student must complete a minimum of 30 semester credit hours, and the program of study must meet all departmental and Graduate School requirements.

Only one graduate career fresh start will be granted to any one graduate student at Midwestern State University. Final approval for a fresh start application rests with the dean of the Dr. Billie Doris McAda Graduate School. Because the permanent academic record is affected, once approved, the graduate student must remain enrolled through census date of the term to remain eligible for the permanent academic record to be documented.

### Housing

After acceptance for admission, the Office of Residence Life & Housing will forward information to all applicants who indicated on the application for admission that they plan to live in university housing. University housing includes traditional-style residence halls, suites, and apartments. Contact the Office of Residence Life & Housing at 940-397-4217 or <https://msutexas.edu/housing>.

### International Students

Admission - International applicants to Midwestern State University must meet entrance requirements as outlined for all students and the items listed below to be considered for admission.

An application for admission by the following deadlines:

Fall - August 1

Spring - December 1

Summer - March 15

International applicants outside of the United States should have applications submitted by the priority deadlines listed below for consideration of visa services.

Fall - June 1

Spring -        October 1

Summer        March 15

An application fee of (U.S.) \$75.00.

A course-by-course credential evaluation with GPA that includes verified transcripts from each college and university attended. MSU provides this service to all applicants. Students can, however, choose an outside NACES agency to evaluate transcripts and have those sent directly to MSU.

Official Test of English as a Foreign Language (TOEFL) scores. Applicants must submit a score of at least 79 on the Internet-based examination to meet the university requirement for unconditional admission. Students taking TOEFL iBT will be required to score a minimum total test score of 79, with preferred scores on each of the sections of the test as follows:

Writing        -20

Speaking       20

Reading        19

Listening       20

IELTS Test score of 6.0 will serve as an acceptable alternative to the above TOEFL requirement.

ITEP Test score of 4.0 will serve as an acceptable alternative to the above TOEFL requirement.

PTE Test score of 53 will serve as an acceptable alternative to the above TOEFL requirement.

Duolingo Test score of 100 may serve as an acceptable alternative to the above TOEFL requirement.

Cambridge English Proficiency Test score of B2 (170 or higher), C1, or C2 will serve as an acceptable alternative to the above TOEFL requirement.

A language proficiency test is not required if English is the native language. A local English proficiency examination may be required.

Applicants from countries where English is not the official language must demonstrate the requisite level of proficiency to embark on graduate studies.

An official bank financial statement accompanied by either a letter of sponsorship or an MSU Affidavit of Support that shows the availability of financial funding adequate to meet the tuition, living, book, insurance, and incidental expenses of the first year. The availability of funds from the same or equally reliable source must be assured for the duration of the program of study.

Health insurance, including repatriation and medical evacuation benefits must be purchased for the duration of studies prior to initial enrollment.

NATO personnel stationed in Texas OR their dependents must meet the requirements shown in items 3 and 6. Local English proficiency examinations are required for admissibility in lieu of the TOEFL and will be scheduled upon request. Applicants are required to contact the Graduate Admissions Office to determine eligibility.

International students on F-1 visas may not be enrolled primarily in internet courses in any given semester. Students should consult an international advisor well in advance of each semester to ensure compliance.

### General Requirements for the Master's Degree

All candidates for the master's degree must show evidence of mastery of their field of study, research in their area of interest, and ability to express their findings competently in writing as well as orally. Each department has specific guidelines.

### Master's Degree Plan

The master's degree plan is issued to the student by the graduate coordinator. It is the result of an examination of the student's academic background in the proposed major and minor fields by the graduate coordinator. It outlines any requirements yet to be met before unconditional admission to graduate study is granted, and it gives the recommended program of study.

The master's degree plan is to be retained for reference until the degree is completed. A copy is maintained in the Office of the Registrar.

**Distribution of Courses.** Candidates for a master's degree must distribute the courses between the major and minor fields as specified for each program in this catalog. Most of the degrees do not require a minor field.

### Courses Exclusive to Graduate Studies

In all master's degree programs each student must earn a minimum of 18 semester hours in courses offered exclusively to graduate students.

### Dual-Listed Courses

Dual-listed courses are those taught concurrently to both undergraduate and graduate students. They are generally numbered both as undergraduate and graduate courses. The graduate requirements of all such courses significantly exceed the undergraduate requirements and include opportunities for graduate students to analyze, explore, question, reconsider, and synthesize knowledge and/or acquire advanced knowledge and skill. In all such cases, students work individually with their professors to demonstrate the level of understanding appropriate to graduate study. A maximum of 12 semester hours of dual-listed courses may be applied to a master's degree.

#### Graduate Credit for 3000-4000 Level Courses

Some graduate programs allow graduate students to take 3000- or 4000-level courses for graduate credit. The 3000- and 4000-level courses which can be taken for graduate credit are listed in the appropriate section of the catalog. No 1000- or 2000-level courses may be taken for graduate credit.

A student registering in undergraduate 3000- or 4000-level courses for graduate credit must complete additional requirements above those of undergraduate students in the same courses. Extra reference reading, assignments of an investigative or research type, and research papers are examples of additional requirements. Graduate credit will be awarded only when the Petition for Graduate Credit for 3000-4000-Level Courses is approved by the graduate coordinator of the student's major and the chair or graduate coordinator of the program offering the course and filed in the Office of the Registrar at the time of registration. A maximum of 6 hours of approved 3000- or 4000-level courses (or 8 hours if courses have a laboratory component) can be taken for graduate credit. A total of no more than 14 hours of dual-listed and 3000- or 4000-level courses combined may be taken for graduate credit.

A course taken for undergraduate credit cannot be counted as graduate credit regardless of the status of the student at the time the course was taken.

#### Independent Graduate Study Courses

Independent graduate study courses are those in which the student performs research in a specific area selected by the student in conjunction with a member of the Graduate Faculty. A student on a 30-hour program may apply 6 semester hours of independent graduate study courses toward the degree. A student in a program which requires 36 or more hours may apply 9 semester hours of independent graduate study courses toward the degree. Students in the Master of Business Administration program will be limited to 6 hours of independent graduate study courses.

### Graduate Advisory Committee for Students Completing a Thesis or Research Paper Option

Appointment of the Committee: After all leveling work and other conditions have been satisfied, and 9 graduate hours toward the degree have been completed with a B average or better, the graduate student should request the appointment of a Graduate Advisory Committee through the graduate coordinator of the student's major. The Graduate Advisory Committee assists in planning the remainder of the student's program including enrollment, revision of degree plan, admission to candidacy, thesis title and proposal, thesis approval, type of research problem, and the final oral or written comprehensive examination.

Successors to the Original Committee: When a member of a Graduate Advisory Committee terminates employment with the University, the college dean shall immediately appoint a successor.

Substitutions on the Committee: If a member of a Graduate Advisory Committee is absent during the time when approval, disapproval, or advice is needed by the student to meet officially scheduled deadlines (such as during the three weeks after the reading copy of the thesis has been submitted, during the time of the officially scheduled comprehensive examination, or at the time of thesis approval), the graduate coordinator shall appoint a substitute.

Thesis Regulations for Committee: After the student submits a reading copy of the thesis, at least six weeks prior to the expected graduation date, the committee shall return it with any editorial comments within three weeks. No member shall hold the thesis longer than one week.

Note: Until the student receives notice of the appointment of a Graduate Advisory Committee, the graduate coordinator will be considered the advisor.

### Admission to Candidacy

The student should request admission to candidacy after completing any required leveling work plus a total of 15 hours of graduate courses. The request should be made no later than the beginning of the student's last semester. The admission is granted by the student's Graduate Advisory Committee. This catalog contains each program-specific requirements for admission to candidacy.

### ~~Foreign Language Requirement~~

~~Master of Arts: A candidate for the degree of Master of Arts with a major in English or History must give evidence of having completed four semesters or the equivalent of one foreign language. With the approval of the college dean, 12 hours from college level mathematical sciences may be substituted for the foreign language requirement. These courses must be approved by the college dean.~~

~~The foreign language requirement may be met by successfully completing a reading knowledge examination. Additionally, a student who has a degree from a foreign university and who has studied in that language will meet the foreign language requirement. It is not necessary that 12 hours of a foreign language appear on the transcript. However, the graduate committee must certify in writing to the college dean that the student is bilingual.~~

#### Thesis or Research Papers (If Required)

Form for Thesis and Research Papers: The faculty of each program shall choose the style manual for the field. See program area for recommended manual. All theses are archived electronically in Moffett Library for which there is no charge. .

Thesis: Students following a thesis program must complete the steps listed below:

Graduate Advisory Committee: The student should consult regularly with the Graduate Advisory Committee during the preparation of the thesis.

Title and Approval Pages: The title pages and approval pages of all theses must be uniform. Examples of each form are available in the department offices.

Abstract: An abstract in standard form of not more than two pages must be prepared. The abstract pages are not numbered and should be inserted at the back of the thesis or behind the bibliography of the thesis.

Thesis Enrollment: A student's original enrollment is in Thesis 6983; the second enrollment is in Thesis 6993; all subsequent enrollments are in 6993. Enrollment is required each long term until the thesis is successfully completed or until a leave of absence of one semester is granted by the Dean of the Dr. Billie Doris McAda Graduate School. Summer enrollment in thesis is not required unless the student will be an August graduate.

Thesis Deadlines: The student must present a reading copy of the thesis to the Graduate Advisory Committee not later than six weeks prior to the date of expected graduation.

An electronic copy of the thesis must be submitted to the McAda Graduate School not later than two weeks prior to the end of the semester or summer term (last day of finals) in which all work for the degree is completed. A hard copy of the approval page with signatures of the thesis committee members, thesis committee chair, and department chair will be submitted to the McAda Graduate School at the same time the electronic thesis is submitted. After the Dean of the McAda Graduate School's approval, a copy of the approval page will be sent to the Office of the Registrar to verify completion of this requirement.

All theses will be archived electronically in Moffett Library for which there is no charge. Students will have the option of allowing their theses to be uploaded to a searchable database

that will allow their work to be accessed worldwide. Hard copies of the thesis are at the discretion of the student or program/department/college; responsibility for these will be assumed at that level.

**Research Paper:** Students following a non-thesis, research paper program must present a research paper or papers and complete the steps listed below:

**Title and Approval Pages:** The title pages and approval pages of all research papers must be uniform. Examples of each form are available in the department offices.

**Research Paper Deadline:** The research paper must have the signed approval of the Graduate Advisory Committee before it is submitted to the department chair or college dean for final approval. The research paper must be submitted to the dean's office at least three weeks before the end of the semester. A copy of the approval page will be sent to the Office of the Registrar to verify completion of this requirement.

#### Comprehensive Examination/Presentation

Candidates for a master's degree may be required to successfully complete an oral and/or written comprehensive examination and/or a presentation. See program area for specific requirements.

**Date for Examination or Presentation.** At least six weeks before graduation the student should set a date with the Graduate Advisory Committee for the comprehensive examination or presentation.

The examination or presentation must be completed at least three weeks before graduation. If a thesis is presented, the examination or presentation will be given after approval of the thesis has been granted by the Graduate Advisory Committee.

**Report on the Examination or Presentation.** The chair of the Graduate Advisory Committee will file in the Office of the Registrar a report on the comprehensive examination or presentation, signed by the members of the Graduate Advisory Committee. The report will also contain a recommendation for or against approval of the candidate for graduation.

If unsuccessful in the examination or presentation, the candidate may not apply to the graduate coordinator for re-examination or to repeat the presentation until the semester following the initial attempt. Before the petition is granted, evidence of additional preparation must be presented. A student may petition for re-examination or to repeat the presentation only once. Exceptions may be made by the appropriate graduate coordinator and the dean.

## Application for Graduation

Prior to the last semester or summer term (see Academic Calendar) before graduation, the student must file an Application for Graduation and pay the graduation fee. Students may apply for graduation at the Office of the Registrar or online at <https://msutexas.edu/registrar/apply-graduation/>.

## McAda Graduate School Honors

4.000: Summa Cum Laude, Gold and Maroon Cords

3.900-3.999: Magna Cum Laude, Maroon Cord

3.800-3.899: Cum Laude, Gold Cord

## Commencement

Midwestern State University conducts commencement exercises in December and May. Candidates who complete their degrees during the summer terms may participate in the December ceremony. Candidates who complete their degrees in the fall semester are required to attend the December commencement unless approved by the Provost or designee for graduation in absentia. Candidates who complete their degrees at the end of the spring semester must attend the May commencement unless approved by the Provost or designee for graduation in absentia. Conferred degrees will be posted to students' permanent records as of the last day of finals for second summer term or as of the date of the graduation ceremony for December and May.

## Applicability of Catalog Regulations

The student is bound only by the requirements of the catalog in force at the time the degree plan is given final approval. The student may choose to fulfill the requirements of a subsequent catalog. In either case, all courses taken for graduate credit and to be counted toward the degree must have been completed within the time limit stated for the degree.

**THIS CATALOG EXPIRES AND CANNOT BE USED FOR GRADUATION  
REQUIREMENTS AFTER AUGUST 31, 2028.**

Midwestern State University reserves the right to make changes in course offerings, academic policies, academic calendar, tuition, fees, other charges, rules, and regulations as required by the Graduate Council, the Academic Council, the Board of Regents, the Texas Higher Education

Coordinating Board, state and national testing agencies, and the Texas Legislature. The provisions of this catalog are not to be regarded as a contract between the University and its students or applicants. The catalog will contain policy updates as they are approved and effective.

### Time Limit for Completion of a Graduate Program

All requirements for a master's degree must be completed within a period of six years from the time of first enrollment in a graduate course unless a shorter time frame is specified by the academic program. For example, students enrolling for their first graduate course in Fall 2022 must complete the degree by August 2028. Students enrolling for their first graduate course in Spring 2023 must complete the degree by December 2028. A proportionately longer period of time is granted for programs requiring more than 36 graduate hours. Courses completed more than six years prior to graduation date must be repeated or replaced unless the student evidences competency as determined by the graduate coordinator. Students affected by this policy should contact the coordinator of their respective program to initiate an extension to the time limit.

All requirements for a doctorate (Ed.D) must be completed within seven years of first enrollment in a doctorate-level graduate course. For example, students enrolling for their first graduate course in Spring 2021 must complete the degree by December 2028. Students enrolling in December 2023 must complete the degree by August 2030. Students affected by this policy should contact the coordinator of their respective program to initiate an extension to the time limit.

### Responsibility of the Student

The graduate student accepts full responsibility for knowing and fulfilling all of the general and specific regulations and requirements for admission to graduate standing and for completing the chosen program of study. For that reason, it is imperative that the incoming student be familiar with all of the graduate regulations contained in this catalog and complete them on schedule and in the manner required.

### Residence Requirement

All candidates for the master's degree may transfer in no more than 6 semester credit hours from another university. For example, a student in a program requiring 36 hours must successfully complete 30 hours of graduate course work in residence at MSU. With proper approvals, exceptions may be made as indicated in the following section "Transfer of Credit".

## Transfer of Credit

There is no automatic transfer of credit earned at another institution; but in general, a maximum of 6 semester hours of approved graduate work completed at another accredited graduate school may be accepted for credit.

Exceptions may be made with the approval of the graduate coordinator, dean of the college, and Dean of the McAda Graduate School. Only courses with a grade of B or better will be considered for transfer. In such cases, however, credits accepted in transfer shall not exceed 12 hours. The graduate student must also secure the approval of the appropriate graduate coordinator at Midwestern State University prior to registration for any course(s) taken at another institution.

Correspondence courses and military educational experience (ACE credit) are not accepted for graduate credit.

## Second Master's Degree at Midwestern State University

A graduate student who has previously completed a master's degree at Midwestern State University may apply not more than 6 semester hours of applicable credit toward a second master's degree provided that it meets the time limit for a graduate program. The graduate credit applied to the second master's degree must be approved by the appropriate graduate coordinator. This does not apply to the second MSU master's degree from the MBA or MSN to the MHA that in turn shall be at least 30 additional semester hours.

## Course Load

Full-time Graduate Student: The maximum course load for a graduate student is 16 semester hours in a fall or spring semester and 6 semester hours for a summer term.

Fall and Spring

9 hours or above

full-time\*

6-8 hours	3/4 time
3-5 hours	1/2 time
1-2 hours	less than 1/2 time

\*9 hours or 6 hours plus graduate assistant or graduate teaching assistantship status = full-time

6 hours for Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner majors = full-time

6 hours for Doctor of Education = full time

#### Summer Sessions

6 hours or above	full-time
4-5 hours	3/4 time
3 hours	1/2 time
1-2 hours	less than 1/2 time

Financial Aid award status rules may differ, see the Financial Aid section.

Teaching Assistants, Instructional Assistants, and Research Assistants are limited to a maximum enrollment of 9 semester hours per semester.

Fully-employed Graduate Student: For a fully-employed student 3 semester hours of course work per semester are the recommended course load.

#### Course Numbers

Graduate courses are designated by 5000- and 6000-level numbers. Some 3000- and 4000-level courses can be taken for graduate credit with college approval.

The last digit of a course number indicates the semester hour value of the course.\*

\*Exception: NURS 4910- The last two digits indicate a 10-hour course.

In the course description, the three numbers below the horizontal line indicate (1) the credit value of the course in semester hours, (2) the number of lecture hours each week, and (3) the number of laboratory hours each week. For example, 4(3-2) four-semester-hour course which meets for three hours lecture and two hours laboratory each week for one semester.

A number in parentheses immediately below the course hours indicates a former catalog number for the same course.

### Course Changes, Drops, and Withdrawals

**Change of Schedule.** A student's schedule may be changed on the days designated (see Academic Calendar), subject to the approval of the student's advisor.

The procedure is as follows:

The student visits with the advisor to discuss adding a course, dropping a course, or to add and drop.

The student will login to WebWorld to make a change. Students may make changes in WebWorld through the last day of late registration. The class schedule will show available dates.

**Dropping a Course.** After late registration, a student should visit with the instructor and/or the advisor to see if dropping the course will affect the time to degree. If a student drops a course without consulting the instructor or advisor, the student takes full responsibility for any delay in the degree progression. A student athlete must contact the Athletics Office prior to dropping a class. An international student must contact the Global Education Office prior to dropping a class. To drop the course, the student logs in to WebWorld and selects the action in the drop down menu.

A student may drop a course during the first 9 weeks of a long semester, the first 4 1/2 weeks of an 8 week part-of-term, the first 6 weeks of a 10 week summer term, or through the 12th class day of a 4 or 5 week summer term consisting of 20 days with a grade of W (See Academic Calendar in schedule of classes.). After the above deadlines, a grade of F will be recorded for any class drop.

**Official Drop Date.** No drop is official until the course is officially dropped on WebWorld. The date the drop is submitted through WebWorld is the official drop date for grade determination (W, WF, F). An F will result if a student ceases to attend class without completely processing a course drop or withdrawal from the University.

**Instructor Drop.** An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to

dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 9 weeks of a long semester, the first 4 1/2 weeks of an 8 week part-of-term, the first 6 weeks of a 10 week summer term, or the 12th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

**Withdrawals.** Any student who does not intend to continue attending classes at Midwestern State University should officially withdraw by the deadline rather than stop attending, since this latter action results in unnecessary failing grades.

**Voluntary Withdrawal from the University.** A student who desires to withdraw from the University will contact the Student Affairs Office by the deadline. Following an exit interview, the student will be issued a copy of the withdrawal form, and the Student Affairs Office will process the paperwork with the necessary University offices.

**Enforced Withdrawal from the University.** A student who fails to comply with the stated regulations concerning temporary admission or other University policies may be required to withdraw after University review. This action will be posted to the permanent record and a statement will be retained in the academic file.

**Texas House Bill 449.** HB 449 provides that if a former student is determined to be ineligible to reenroll in a postsecondary educational institution for a reason other than an academic or financial reason, the institution must include a notation to that effect on the student's transcript. A "postsecondary educational institution" is defined as either a public institution of higher education or a private or independent institution of higher education.

The bill requires that, should a student withdraw during a disciplinary proceeding that could result in he or she being found ineligible to reenroll for reasons other than academic or financial, the institution must continue to process the charges to a final determination. If the final determination results in the student being ineligible to reenroll for reason other than academic or financial, then the institution must place the ineligibility to reenroll on the student's transcript. A student may request the removal of the transcript notation. The removal may occur if the student becomes eligible to reenroll or the institution deems good cause exists to remove the notation. The Coordinating Board is required to adopt rules as soon as practicable using negotiated rulemaking procedures under Chapter 2008, Government Code.

#### Graduate Student Academic Performance Standards/Grading System

**Letter Grades:** Grades of A, B, C, D, F, I, CR, NC, W, WF, WX, and X are recorded for graduate courses. Students will receive credit for grades of A, B, C, and CR only. A grade of CR (Credit) indicates passing work in designated courses. A grade of NC indicates non-credit in designated courses. A degree-seeking graduate student who has less than a 3.0 semester grade point average

for two consecutive semesters may be dismissed. Additionally, each graduate program has the option of dismissing a student at any time due to failure to maintain a B average or failure to meet other standards established by the individual graduate programs. Students must have an overall B average as well as a B average in the major and minor fields for graduation.

Grade Reports: Semester grades may be viewed at the MSU WebWorld site through the MSU Portal.

Graduate degree-seeking students must maintain a grade point average (GPA) of at least 3.0 to be in good academic standing. No graduate degree-seeking student may graduate with more than two Cs applied to their major program.

a. Probation: If a student's cumulative GPA falls below 3.0, the student will be placed on probation.

i. The first semester a student is placed on probation they must attain a 3.0 GPA for the semester.

ii. If the student earns a 3.0 GPA during their first semester on probation but is not able to raise their cumulative GPA to 3.0, the student is allowed to stay on probation for another semester.

iii. If a student fails to raise their cumulative GPA to 3.0 by the end of the second semester on probation, the student may be dismissed from the program.

iv. If D or F grades are received while on probation, student may be dismissed from the program.

v. Students on probation may enroll for a maximum of 9 credit hours per semester. If a student wishes to take more than 9 credit hours, they may petition the Graduate Dean for permission to do so.

vi. Departments or programs may have additional requirements. Students on probation should consult with their graduate coordinator about department- or program specific requirements to return to good academic standing.

b. Dismissal: A degree-seeking graduate student who has less than a 3.0 semester grade point average for two consecutive semesters may be dismissed. Additionally, each graduate program has the option of dismissing a student at any time due to failure to maintain a 3.0 GPA or failure to meet other standards established by the individual graduate programs. Students must have a cumulative 3.0 GPA as well as a 3.0 GPA in the major and minor fields for graduation.

i. Departments will notify a student in writing of their dismissal from a program. The dismissal notice will be addressed to the student from the graduate coordinator, with copies to the department chair, college dean, graduate dean, registrar, and Office of International Services (for international students).

ii. Students may appeal dismissal to a departmental review committee. The review committee may include a representative of the Graduate School upon request of the student.

iii. A student who is dismissed from one graduate program may apply for admission to a different graduate program. Such application must follow the regular Graduate School admission application and review process.

X Grade: X is the grade used to indicate that a thesis is in progress but not complete. When the thesis is complete, a letter grade is reported.

Removal of an I Grade: Graduate students enrolled in 5000- and 6000-level courses have a ninety-day limitation from the beginning of the next long semester for removing an incomplete grade. Graduate students enrolled in 3000- and 4000- level courses have the same limitation as undergraduates on removal of an I. It must be removed thirty days after the beginning of the next long semester.

Post-Baccalaureate Standards: The post-baccalaureate student must maintain fourth year academic standards. The academic performance of part-time students will be evaluated when the student has accumulated at least 12 semester hours. A student whose MSU cumulative grade point average is below 2.0 will be placed on academic probation. A student on academic probation who fails to raise the MSU cumulative GPA to 2.0 will be on continued probation if the semester average is 2.0. If neither the semester nor cumulative GPA is 2.0 the following semester, the student will be placed on academic suspension.

#### Repeated Courses

A repeated course will not be coded as such without approval from the Graduate Coordinator. If the Graduate Coordinator approves the repeat, the repeated course will be calculated in the GPA and the previous course excluded. All previous course grades remain on the student's transcript.

#### Academic Dishonesty

A grade of F given for academic dishonesty will be computed in the grade point average even if permission is granted for the course to be repeated. Additional college and program policies regarding academic dishonesty will apply.

#### Appeal of a Course Grade

For information on the appeal of a course grade and/or suspension from an academic program, please refer to the current Undergraduate Catalog.

#### Assistantships

Graduate students admitted to a graduate degree program are eligible for consideration as a Graduate Assistant (GA). Graduate assistants include Graduate Research Assistants (GRA), and Graduate Teaching Assistants (GTA), and Graduate Part-Time Instructors (GPTI). Assistantships are usually available in those fields in which graduate study is offered.

Graduate Part-Time Instructors may serve as instructors of record in developmental courses, lower level courses, or laboratories. Unless assigned to developmental courses, the instructor of record will have been admitted to graduate study and will have completed a minimum of 18 graduate credit hours in the subject matter field. Graduate Part-Time Instructors will typically be employed for up to 6 semester hours load credit per semester. Graduate Part-Time Instructors are required to keep at least five (5) office hours in residence per week exclusively for the availability to students. A schedule of these hours must be posted and made available to students.

Graduate Teaching Assistants (GTA) will typically have assignments such as laboratory assistance, attending and/or helping prepare lectures, grading papers, keeping class records, and conducting discussion groups.

Graduate Research Assistants will typically assist faculty with research projects.

Graduate students must be enrolled to be eligible for an assistantship. For assistantships during the Summer, graduate students must be enrolled for at least one (1) credit hour, or have been enrolled during the preceding Spring semester, or have been unconditionally accepted for enrollment in the following Fall semester. See <https://public.powerdms.com/MidwesternState/tree/documents/2223874> for specific requirements regarding Summer enrollment.

Graduate Assistants are expected to be making steady progress toward the completion of an advanced degree and be in good academic standing. Certain levels of enrollment are, therefore, mandatory. Graduate assistants must be enrolled full time to be eligible to hold assistantships and part-time instructorships. Graduate assistants are expected to maintain an overall 3.0 cumulative graduate grade point average (GPA).

Graduate Assistants who support teaching functions are usually not required to work during school breaks. Students supporting other types of activities such as research may be expected to work during school breaks.

Graduate Assistants hired for the academic year are expected to work the week before the beginning of both Fall and Spring semesters and through final exam week.

## MSU Undergraduate Students Taking Graduate Coursework

Undergraduate students with strong academic backgrounds are allowed to petition to take graduate coursework while completing the last 12 hours of their undergraduate degree requirements. Permission will be granted, on a case by case basis, upon approval by the instructor, student's undergraduate advisor, department chair, graduate coordinator, dean of the college in which the graduate course(s) will be taken, and by the Dean of the McAda Graduate School.

The total course load for an undergraduate student enrolled for graduate credit should not exceed 15 semester credit hours. To count for graduate credit, the course(s) must be over and above the student's undergraduate degree requirements and verified as such in writing by the Registrar.

Permission to take a graduate course does not constitute admission to a graduate program and may affect financial aid. If the student applies and is accepted into an MSU graduate program, the program will consider granting transfer credit in accordance with program guidelines and general transfer credit policies.

## Change of Address

The student must report any changes in name, mailing address, or email address to the Office of the Registrar, Business Office, Financial Aid Office, Dr. Billie Doris McAda Graduate School, and the Library. Student employees should also notify the Payroll Office. International students must also notify the Global Education Office of any address change. Students may also change their addresses online at <https://msutexas.edu/registrar/address-changes>.

Under Texas law the student is responsible for reporting changes in legal residence. This notification is submitted to Dr. Billie Doris McAda Graduate School by the student.

## Mustangs I.D.

Midwestern State University uses the Mustangs I.D. for each student. This number may also be referred to as the Student I.D. number. A unique identification number will be assigned to each student for use on the MSU student identification card and access to MSU WebWorld, in conjunction with a personal identification number (PIN). The Social Security Number (SSN) will still be collected and used on federal and state reports, and it is required for students applying for financial aid. If it is not provided, delays in processing or the inability to match documents may be experienced. The portal credentials also include the Mustangs I.D.

### Transcript Service

To order official copies of the Midwestern State University transcript go to <https://msutexas.edu/registrar/transcript> for instructions.

No transcripts will be released for students having financial/academic delinquencies at the University.

### WebWorld/Portal

MSU provides student self-service opportunities via WebWorld and the MSU Portal. Students may access registration, bills, grades, unofficial transcripts, financial aid information, change of address, and many other services online at <https://login.msutexas.edu>.

MSU Portal Logins are a unique username and password. WebWorld logins use Mustangs I.D. number and PIN.

### Dillard College of Business Administration

31. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Inventory/Catalog Changes—BUAD

Effective Fall 2026

*Dillard College of Business is changing the catalog language, changing course titles and descriptions, as well as adding new courses for the new program of Master of Science in Advanced Data Analytics.*

*The Master of Science in Advanced Data Analytics will teach students methods that focus on data management, data visualization, data mining, forecasting, inferential statistics, machine learning, operations research, and statistical modelling. Students will learn to identify, build, select, and fit models to data using relevant computer software. The program curriculum requires 30 hours, of which 21 hours are core courses and nine hours are elective courses. The required courses include a capstone course offered in lieu of a master's thesis, which will allow students to apply the methods learned in the core and elective courses to a data analytics project using real-world data.*

*Rationale: There are a number of students who are interested in this program because of the focus on data analytics. UNT offers this program, which has 1,000 students. The program believes that this new program can bring at least 50 students to MSU. There is no need to hire additional faculty members to teach the four additional classes. Thus, the cost of offering this program is relatively low because eight of the courses are already offered by the MBA program in business analytics*

### **Advanced Data Analytics, MSDA**

### **Master of Science in Advanced Data Analytics, MSDA**

### **MS in Advanced Data Analytics Course Work Requirements**

**The Master of Science in Advanced Data Analytics teaches students methods that focus on data management, data visualization, data mining, forecasting, inferential statistics, machine learning, operations research, and statistical modelling. Students will learn to identify, build, select, and fit models to data using relevant computer software. The program curriculum requires 30 hours, of which 21 hours are core courses and 9 hours are elective courses. The required courses include a capstone course offered in lieu of a master thesis, which will allow students to apply the methods learned in the core and elective courses to a data analytics project using real world data.**

### **MS in Advanced Data Analytics**

**Each student will take 7 required graduate courses (21 semester hours) plus 3 graduate Data Analytics electives (9 semester hours) for a total of 30 semester hours.**

**BUAD 5603- Advanced Applied Business Statistics**

**BUAD 5633- Causal Inference Applications in Business Analytics**

**BUAD 5643 - Machine Learning Applications in Business I**

**BUAD 5843 - Data Analytics Capstone**

**ECON 5133 – Regression Model Applications to Data Analytics**

**ECON 5143 - Data Modelling and Forecasting**

**MIS 5113 - Introduction to Business Analytics**

### **Approved Graduate Data Analytics Electives - 9 hours:**

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

**BUAD 5743 - Machine Learning Applications in Business II**

**FINC 5723 - Financial Data Analytics**

**MIS 5603 - Data Visualization**

**MIS 5613 - Data Mining and Text Analytics in Business**

**Total: 30 hours**

Dillard College of Business Administration

Master of Business Administration

**Master of Science in Advanced Data Analytics**

Dillard College Centers

Distinguished Professorships

Programs and Courses

~~Jeff Stambaugh, Dean~~

**Robert Forrester, Dean**

(Dillard College of Business Administration Building 233)

Master of Business Administration

Graduate Coordinators: Pablo A. Garcia-Fuentes, Andrew Holt

Graduate Faculty: Anders, Chen, Choudhury, Davis, Forrester, Gaharan, Garcia-Fuentes, Holt, Kataria, Lei, Li, Luo, Martinez, Patterson, Tilker, Tillman, Wang, G. Zhang, J, Zhang

Emeriti Faculty: Fritsch, Harmel, C. Harris, T. Harris, Harvey, Johnston, Kreinke, McCullough, Patin, Ramser, Rountree, Stambaugh, Van Geem, Wilson

Introduction

The Master of Business Administration (MBA) Program was created by the graduate faculty within the Dillard College of Business Administration. All substantive changes, deletions, and additions to the rules and guidelines concerning admission to, participation in, and graduation from the MBA Program are approved by the graduate faculty before they are implemented by the Graduate Coordinator.

Mission

The Dillard College of Business Administration Master of Business Administration (MBA) degree prepares individuals for professional career opportunities in today's dynamic, challenging, and complex world of global business. The MBA program equips its graduates with the knowledge, skills and competencies necessary to achieve their professional business goals and objectives. The MBA degree is especially valuable for individuals who want to advance their careers through leadership opportunities within a broad range of organizations.

To attain its mission, the graduate faculty within the Dillard College of Business Administration believes that the MBA Program must lead to the achievement of the following objectives. Each graduate student, in pursuing an MBA degree at MSU, will

Exhibit the characteristics of leadership

Be able to conduct themselves professionally in global environments

Produce creative responses to business situations Integrate knowledge across business disciplines

Communicate at professional level

#### Accreditation

The Dillard College of Business Administration is accredited by the Association to Advance College Schools of Business, International (AACSB, International).

National business accreditation has several benefits to the business student:

Each student will receive a professional education in business administration that is relevant and of high quality.

The programs of business education at MSU are fundamentally similar to those received at other accredited institutions in the United States.

When recruiting and hiring business students, companies look favorably on graduates from accredited business programs.

#### Applying for Admission

To be considered for admission to the MBA Program, students must provide proofs of documents listed below to the Dr. Billie Doris McAda Graduate School.

A bachelor's degree in any field from a regionally accredited college or university.

A completed application form.

Official transcripts of all previous college course work (including verification of an earned bachelor's degree).

An official score on either the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE).

International students (from countries where English is not the native language) must provide the proofs of documents listed above as well as an official score on the Test of English as a Foreign Language (TOEFL), IELTS, ITEP, or PTE to the Office of International Services.

#### Application for Graduate Admission

Students may apply via The Graduate School at <https://msutexas.edu/academics/graduate-school/how-to-apply.php>. Students who have previously attended Midwestern State University Graduate School, but did not enroll for a long semester (fall or spring) must submit a reactivation form to request admission. Even students who have completed their undergraduate degree at Midwestern State University must submit an application for graduate admission. The application for graduate admission must be filed by the deadlines listed in the Academic Information section of the Graduate Catalog.

## Official Transcripts

Transcripts reflecting course work pursued at all higher education institutions attended must be provided to the Graduate School before admission to MSU can be considered. Each applicant must have official transcripts sent directly to MSU. Copies of transcripts will not be accepted.

## Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)

Each applicant must register for and take the GMAT or GRE. Information about the GMAT can be found at <http://www.mba.com>. Information about the GRE can be found at <http://www.ets.org/gre>. Members of the Beta Gamma Sigma (the international honor society serving business programs accredited by AACSB International) may request to have the test requirement waived (Beta Gamma Sigma membership does not result in an automatic test waiver). Individuals that have a prior graduate or terminal (e.g. MD, JD, Ph.D.) degree are exempted from the GMAT requirement. GMAT/GRE may be waived by the MBA Coordinator on a case-by-case basis with conditional admission for applicants who satisfies any of the following conditions:

Minimum overall GPA of 3.0 from U.S. post-secondary institutions

Minimum major GPA of 3.5 from U.S. post-secondary institutions

Minimum overall GPA of 3.0 from at least 9 hours of graduate level courses work from U.S. post-secondary institutions

A quantitatively oriented professional certification

Other standardized test scores demonstrating comparable quantitative ability

Significant professional work experiences

Current resume

Each applicant must include an up-to-date resume listing prior educational and work experiences.

## Admission Status

Applications for admission are reviewed and several factors are considered, including the applicant's GPA on his/her last 60 hours of undergraduate course work and the score on the GMAT or GRE. Admission decisions are made by the Dillard College of Business Administration's Graduate Program Committee.

International applicants must meet a minimum score on the TOEFL, IELTS, ITEP, or PTE as required under International Students.

## Unconditional Admission

A citizen of the U.S.A. who (1) has an earned undergraduate degree, (2) submits an application for graduate admission (including all required application materials), and (3) has been accepted for admission by the Dillard College of Business Administration's Graduate Program Committee will be unconditionally admitted to the MBA program. To be admitted unconditionally, an international applicant must not only meet the three conditions above but also satisfy the TOEFL requirements shown above.

For more information on the MBA program including Program Requirements and Guidelines, see Master of Business Administration, M.B.A.

### Important Program Guideline

The graduate faculty of the Dillard College of Business Administration has approved a number of guidelines (or rules) which must be adhered to by all MBA students. These guidelines affect several facets of the MBA program.

### Common Body of Knowledge Courses

**CBK Course Prerequisites:** Before registering for a CBK course, a student must complete each prerequisite either at MSU or by transfer credit.

**Undergraduate CBK Courses:** Since the required CBK courses are undergraduate courses, they may be taken at MSU prior to entering the MBA program. All required CBK courses taken at MSU (after completing requirements for an undergraduate degree) will be included as part of the last 60 hours of course work, which forms the basis for computing the student's undergraduate GPA.

**Transferred CBK Courses:** Equivalent CBK courses may be transferred from other accredited colleges and universities. Equivalency will be determined by the Graduate Coordinator in consultation with the appropriate Department Chair.

**CLEP Exam:** A student may satisfy a required CBK course by taking a College Level Examination Program (CLEP) subject exam. In order to receive credit, the student must earn a score equivalent to "B" or higher. Credit from DANTES will not be accepted.

**Completion of CBK Courses:** Before beginning graduate level course work, a student must complete all or a majority of the required CBK courses. Any student wishing to take a graduate level business course prior to completion of all CBK courses must receive approval from the Graduate Coordinator.

**Microcomputer Proficiency:** A student who is not proficient in microcomputer applications will be advised to take MIS 2003 (Information Technology Concepts for Business).

### Required Graduate Courses

Normally no substitutions will be allowed for the eight (24 semester hours) graduate courses required for the MBA degree (i.e., those courses specifically identified by course number and title).

### Elective Graduate Courses

All graduate level elective courses must be approved by the Graduate Coordinator. The following rules will help students select graduate level electives.

**Undergraduate Courses Taken for Graduate Credit:** The Dillard College of Business Administration does not award graduate credit for any undergraduate courses.

**Graduate Transfer Credit:** A maximum of 6 semester hours of graduate level course work may be transferred from another accredited college or university or from another graduate program at MSU. Each graduate course for which transfer credit is requested must be approved by the Graduate Coordinator.

### Minimum Grade Requirements

Graduate students are expected to do high quality work. Only grades of A, B, C, and CR are acceptable in graduate courses. Graduate students are responsible for adjusting their course loads consistent with their schedules of work and other outside activities and to prepare themselves by taking prerequisite courses. The following rules, approved by the graduate faculty of the Dillard College of Business Administration, concern graduate level performance.

**Transfer Credit -**Transfer credit will be reviewed for approval.

**Grade Point Average –** To graduate with an MBA degree, students must earn a cumulative GPA of 3.00 or higher on all graduate course work. Furthermore, students who choose the thesis option must earn a minimum GPA of 3.00 on all graduate course work in order to enroll in thesis courses. All students must have an overall 3.00 GPA in order to graduate.

**The “Three C” Rule –** Graduate students who earn a “C” or lower in no more than two different graduate courses will be allowed to remain in the MBA program as long as their cumulative GPA remains 3.00 or higher. However, after earning the second “C” or lower grade, a graduate student must meet with the Graduate Coordinator to create a plan for improving performance. If a graduate student earns a grade of “C” or lower in more than two different graduate courses, the student will be dismissed from the MBA program.

**Repeated Courses -** A repeated course will not be coded as such without approval from the Graduate Coordinator. If the Graduate Coordinator approves the repeat, the repeated course will be the one calculated in the GPA. However, all previous course grades remain on the student’s transcript.

### Final Degree Plan

Early in the semester prior to the semester of expected graduation, an MBA student must schedule a conference with the Graduate Coordinator to review his/her final degree plan. After approval by the student and the Graduate Coordinator, the final degree plan is submitted to the Dean of the Dillard College of Business Administration and then to the Office of the Registrar. After meeting with the Graduate Coordinator, the student should file for graduation.

#### Filing for Graduation

In the semester prior to the semester of anticipated graduation, the graduate student should file an Application for Graduation and pay the graduation fee at the Office of the Registrar. (See Academic Calendar in the Graduate Catalog for deadlines.) A student may also apply for graduation online at <https://msutexas.edu/registrar/apply-graduation/>.

### **Master of Science in Advanced Data Analytics**

#### **Graduate Coordinators: Pablo A. Garcia-Fuentes, Andrew Holt**

**The Master of Science in Advanced Data Analytics teaches students methods that focus on data management, data visualization, data mining, forecasting, inferential statistics, machine learning, operations research, and statistical modelling. Students will learn to identify, build, select, and fit models to data using relevant computing software. The program curriculum requires 30 hours, of which 21 hours are core courses and 9 hours are elective courses. The required courses include a capstone course offered in lieu of a master thesis, which will allow students to apply the methods learned in the core and elective courses to a data analytics project using real world data.**

#### **Applying for Admission**

**To be considered for admission to the MS in Advanced Data Analytics program, students must provide proofs of documents listed below to the Dr. Billie Doris McAda Graduate School.**

**A bachelor's degree in any field from a regionally accredited college or university.**

**A completed application form.**

**Official transcripts of all previous college course work (including verification of an earned bachelor's degree).**

**An official score on either the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE).**

**International students (from countries where English is not the native language) must provide the proofs of documents listed above as well as an official score on the Test of English as a Foreign Language (TOEFL), IELTS, ITEP, or PTE to the Office of International Services.**

### **Application for Graduate Admission**

**Students may apply via The Graduate School at <https://msutexas.edu/academics/graduate-school/how-to-apply.php>. Students who have previously attended Midwestern State University Graduate School, but did not enroll for a long semester (fall or spring) must submit a reactivation form to request admission. Even students who have completed their undergraduate degree at Midwestern State University must submit an application for graduate admission. The application for graduate admission must be filed by the deadlines listed in the Academic Information section of the Graduate Catalog.**

### **Official Transcripts**

**Transcripts reflecting course work pursued at all higher education institutions attended must be provided to the Graduate School before admission to MSU can be considered. Each applicant must have official transcripts sent directly to MSU. Copies of transcripts will not be accepted.**

### **Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)**

**Each applicant must register for and take the GMAT or GRE. Information about the GMAT can be found at <http://www.mba.com>. Information about the GRE can be found at <http://www.ets.org/gre>. Members of the Beta Gamma Sigma (the international honor society serving business programs accredited by AACSB International) may request to have the test requirement waived (Beta Gamma Sigma membership does not result in an automatic test waiver). Individuals that have a prior graduate or terminal (e.g. MD, JD, Ph.D.) degree are exempted from the GMAT requirement. GMAT/GRE may be waived by the MBA Coordinator on a case-by-case basis with conditional admission for applicants who satisfies any of the following conditions:**

**Minimum overall GPA of 3.0 from U.S. post-secondary institutions**

**Minimum major GPA of 3.5 from U.S. post-secondary institutions**

**Minimum overall GPA of 3.0 from at least 9 hours of graduate level courses work from U.S. post-secondary institutions**

**A quantitatively oriented professional certification**

**Other standardized test scores demonstrating comparable quantitative ability**

**Significant professional work experiences**

**Current resume**

**Each applicant must include an up-to-date resume listing prior educational and work experiences.**

**Admission Status**

**Applications for admission are reviewed and several factors are considered, including the applicant's GPA on his/her last 60 hours of undergraduate course work and the score on the GMAT or GRE. Admission decisions are made by the Dillard College of Business Administration's Graduate Program Committee.**

**International applicants must meet a minimum score on the TOEFL, IELTS, ITEP, or PTE as required under International Students.**

### **Unconditional Admission**

**A citizen of the U.S.A. who (1) has an earned undergraduate degree, (2) submits an application for graduate admission (including all required application materials), and (3) has been accepted for admission by the Dillard College of Business Administration's Graduate Program Committee will be unconditionally admitted to the MBA program. To be admitted unconditionally, an international applicant must not only meet the three conditions above but also satisfy the TOEFL requirements shown above.**

### **Important Program Guideline**

**The graduate faculty of the Dillard College of Business Administration has approved a number of guidelines (or rules) which must be adhered to by all MS in Advanced Data Analytics students. These guidelines affect several facets of the MS in Advanced Data Analytics program.**

### **Required Graduate Courses**

**Normally no substitutions will be allowed for the seven (21 semester hours) graduate courses required for the MS in Advanced Data Analytics degree (i.e., those courses specifically identified by course number and title).**

### **Elective Graduate Courses**

**Elective courses are specific for the program and listed under Master of Science in Advanced Data Analytics. The following rules will help students select graduate level electives.**

**Undergraduate Courses Taken for Graduate Credit: The Dillard College of Business Administration does not award graduate credit for any undergraduate courses.**

**Graduate Transfer Credit: A maximum of 6 semester hours of graduate level course work may be transferred from another accredited college or university or from another graduate program at MSU. Each graduate course for which transfer credit is requested must be approved by the Graduate Coordinator.**

### **Minimum Grade Requirements**

**Graduate students are expected to do high quality work. Only grades of A, B, C, and CR are acceptable in graduate courses. Graduate students are responsible for adjusting their course loads consistent with their schedules of work and other outside activities and to**

**prepare themselves by taking prerequisite courses. The following rules, approved by the graduate faculty of the Dillard College of Business Administration, concern graduate level performance.**

**Transfer Credit -Transfer credit will be reviewed for approval.**

**Grade Point Average – To graduate with an MBA degree, students must earn a cumulative GPA of 3.00 or higher on all graduate course work. Furthermore, students who choose the thesis option must earn a minimum GPA of 3.00 on all graduate course work in order to enroll in thesis courses. All students must have an overall 3.00 GPA in order to graduate.**

**The “Three C” Rule – Graduate students who earn a “C” or lower in no more than two different graduate courses will be allowed to remain in the MBA program as long as their cumulative GPA remains 3.00 or higher. However, after earning the second “C” or lower grade, a graduate student must meet with the Graduate Coordinator to create a plan for improving performance. If a graduate student earns a grade of “C” or lower in more than two different graduate courses, the student will be dismissed from the MBA program.**

**Repeated Courses - A repeated course will not be coded as such without approval from the Graduate Coordinator. If the Graduate Coordinator approves the repeat, the repeated course will be the one calculated in the GPA. However, all previous course grades remain on the student’s transcript.**

### **Final Degree Plan**

**Early in the semester prior to the semester of expected graduation, an MBA student must schedule a conference with the Graduate Coordinator to review his/her final degree plan. After approval by the student and the Graduate Coordinator, the final degree plan is submitted to the Dean of the Dillard College of Business Administration and then to the Office of the Registrar. After meeting with the Graduate Coordinator, the student should file for graduation.**

### **Filing for Graduation**

**In the semester prior to the semester of anticipated graduation, the graduate student should file an Application for Graduation and pay the graduation fee at the Office of the Registrar. (See Academic Calendar in the Graduate Catalog for deadlines.) A student may also apply for graduation online at <https://msutexas.edu/registrar/apply-graduation/>.**

Dillard College Centers

America’s SBDC at MSU

Vanda Cullar, ABPA

Director

America's SBDC at MSU is an Accredited Member of ASBDC. MSU's center assist clients in creating over 200 jobs annually through providing business consulting, training, and research to entrepreneurs in thirteen counties. Clients include those already in business, those who want to start a new venture, as well as providing business exit and succession planning. Assistance in government contracting, and on-site assessment for manufacturing and training is also available. The MSU SBDC also encourages young entrepreneurs by hosting the national program, "Lemonade Day." The Dillard College Entrepreneurship students participate by mentoring the youth and teaching age-appropriate business fundamentals.

#### Bureau of Business and Government Research

The Bureau of Business and Government Research is an integral part of the Dillard College of Business Administration and Midwestern State University. The mission of the Bureau of Business and Government Research is

to provide assistance in research conducted by the faculty and students in the University; and to conduct and encourage research related to economic development and the local community.

The Bureau of Business and Government Research at Midwestern State University is a member of the nationwide Association for University Business and Economic Research. The Bureau of Business and Government Research publishes the *Midwestern Business and Economic Review* twice yearly.

#### Dillard Center for Energy Management

The Dillard Center for Energy Management was established by the Dillard family to educate the next generation of energy leaders at Midwestern State University and serve the regional community. The oil and gas industry has a long legacy in this region and continues to be one of its major economic engines. More broadly, the energy industry is a major employer in Texas, with thriving oil, gas, wind, and solar operations. With the world desperately needing more energy, the energy industry has a vibrant future. By developing graduates with the business knowledge, skills, and competencies needed to enter the industry, the Center supports students' entry into a dynamic career and provides firms with the talent needed to sustain their vitality. The Center also serves as a catalyst for public education programs and continuing professional education offerings.

#### The Mamie Raborn Center for Economic Education

The Mamie Raborn Center for Economic Education was established in 1982 to increase the economic understanding of the University community and the citizens of the North Texas area. The Center provides economic education materials, disperses information concerning economic

issues, and serves as a point of contact for members of the media and community having questions about economic issues.

Sanchari Choudhury, Ph.D

Director

The Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise

DeAndrea Davis, DBA

Director

The Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise was established by the family of Munir Lalani to support and promote entrepreneurship and free enterprise in North Central Texas. The Lalani Center assists entrepreneurial ventures, encourages creativity and innovation, and develops and provides curriculum for students at Midwestern State University. At the Dillard College of Business Administration, the Lalani Center works with students, faculty, and staff, as well as members of the North Texas business community to encourage and support successful student innovation and economic development. The Lalani Center also engages with entrepreneurs throughout the region in support of new product development, business startups, expansions, and other entrepreneurial activities. The Lalani Center impacts the local economy by teaching skill to students and entrepreneurs and by assisting in business plan development and supporting angel and venture capital development through programs such as i.d.e.a.WF.

Distinguished Professorships

Bridwell Distinguished Professorship of Finance

The Bridwell Distinguished Professorship of Finance was established in 1990 by the Bridwell Foundation to bring outstanding scholarship to Midwestern State University. The professor holding this position is recognized in the finance profession for his academic achievements.

Dr. Adam Y.C. Lei, CFA, is the Bridwell Distinguished Professor of Finance. Dr. Lei taught at Louisiana State University prior to joining Midwestern State University in 2005. He received his Ph.D. and M.S. degrees in finance from Louisiana State University, M.B.A. degree from National Chung Cheng University (Taiwan), and bachelor's degree in industrial management from National Cheng Kung University (Taiwan). He also holds the Chartered Financial Analyst (CFA) designation since 2009. Dr. Lei's research has been published in academic journals

including the Journal of Banking and Finance, Managerial Finance, Financial Services Review, the Journal of Accounting and Finance, and the Journal of Economics and Finance Education.

#### Dillard Distinguished Professorship of Energy Management

The Dillard Distinguished Professorship of Energy Management was established in 2014 by the Dillard family to support the energy management activities in the Dillard College and the region.

#### Dillard Distinguished Professorship of Energy Finance

The Dillard Distinguished Professorship of Energy Finance was established in 2014 by the Dillard family to support the energy finance activities in the Dillard College and the region.

Dr. Robert C. Forrester has been named the first Dillard Distinguished Professor of Energy Finance. He received his BBA and MBA from Midwestern State University and his doctorate in finance from Kennesaw State University. Prior to entering academia, he was employed in a management position with a Fortune 500 company and later was the owner of several successful companies in the North Texas area, as well as the recipient of the BBB Torch Award for honesty and integrity in business. In his first year of teaching, the MSU Student Government Association selected Robert as the Midwestern State University Professor of the Year. He was selected as the MSU Dillard College of Business Outstanding Alumni of the Year in 2010. In addition, the Dillard College of Business faculty chose Robert for their 2010-2011 Faculty of the Year award. Robert serves as the Dillard College of Business chair of the Economics, Finance, and General Business Department. He has served as a survey panelist for the Federal Reserve Bank of Dallas since 2007, President of the Red River Best Chevy Dealers Association, past board member of the Clay County Memorial Hospital, past chair of the Clay County Hospital Foundation, chairman of the board for Beacon Lighthouse for the Blind, chairman of the board for United Regional Health Care System, as well as many other boards and committees.

#### Louis J. and Ramona Rodriguez Distinguished Professorship

The Louis J. and Ramona Rodriguez Distinguished Professorship was established in 2003 to honor President Emeritus Louis J. and Ramona Rodriguez.

Susan B. Anders, Ph.D., CPA, CGMA, the Louis J. and Ramona Rodriguez Distinguished Professor of Accounting, came to Midwestern State University in 2015 from St. Bonaventure University where she was a Professor of Accounting and former chair of the Accounting Department. Dr. Anders authors a regular monthly column and serves on the editorial board for The CPA Journal. Since earning her Ph.D. in tax accounting at Texas Tech University, Dr.

Anders has published numerous articles in peer-reviewed journals on tax, education, and technology issues. She has been a Volunteer Income Tax Assistance (VITA) volunteer since 2003, and has been recognized for establishing best practices for VITA programs. Dr. Anders is a certified public accountant in Texas and New York State. Prior to entering academia, Dr. Anders worked in public accounting for 15 years, and her last position was as a tax manager with Deloitte & Touche. She is a member of the American Accounting Association, the American Institute of CPAs, the Texas Society of CPAs, the New York State Society of CPAs, and the Accounting and Financial Women's Alliance. She served on the Wichita Falls Chapter of the TXCPA board of directors for several years, and currently serves on multiple TXCPA state-wide committees and as MSU's Faculty Ambassador for the TXCPA.

#### Munir A. Lalani Distinguished Professorship of Entrepreneurship

The Munir A. Lalani Distinguished Professor of Entrepreneurship was established in 2008 by the family of Munir Lalani to support entrepreneurial activities in the Dillard College and region. The professor holding this position is recognized nationally for his outstanding contributions to entrepreneurship and small business.

Prior to working at Midwestern State University, DeAndrea Davis was the Human Resources and Organizational Development Manager at United Regional Health Care Systems. Additionally, Dr. Davis has over 24 years of investment banking experience and was formerly the Director of Wealth Management at Northwestern Mutual. Before joining Northwestern Mutual, she worked for Wells Fargo, and her career path was highlighted in their corporate annual report. Dr. Davis also owns a consultancy company, offering expertise in Organizational Development and Leadership to the local community and surrounding areas.

Dr. Davis received her BBA and MBA from Midwestern State University and her Doctorate of Business Administration from the University of Dallas. Dr. Davis serves as the director of the Munir Abdul Lalani Center for Entrepreneurship and Management in the Dillard College of Business. She also sits on various community boards, including the Air Education Training Command at Sheppard and is the chair of the finance committee for Work Services Corporation. Prior community services includes, Dillard College of Business Advisory Board, United Regional Health Care Systems Board, Chamber of Commerce Board, First Capital Bank Board, and the Midtown Manor Board. Dr. Davis holds several investment licensures and professional certifications, including Certified Financial Planner® and RICP®. Her research interests include strategic leadership, employee engagement, job crafting, employee self-determination, and business accountability.

Dr. Davis' research was accepted for oral presentation at the Academy of Management's Annual Meeting Program in 2023. The Annual Meeting is the world's premier event for scholarly engagement and the largest gathering of management and organization scholars worldwide.

Additionally, Dr. Davis was recognized by the Global Intrapreneur Institute as the recipient of a 2023 Outstanding Intrapreneur Award in the Education sector stemming from her research.

#### Robert Madera Distinguished Professorship of Accounting

The Robert Madera Distinguished Professorship of Accounting was established in 2005 in recognition of the long-time service of Professor Emeritus, Robert Madera. The generosity of alumni of the Dillard College of Business Administration has made this professorship possible.

#### Tarkington-Downing Rotary Distinguished Professorship

The Tarkington-Downing Rotary Distinguished Professorship was established in 2016 by the Downtown Rotary Club of Wichita Falls to assist in recruiting well-qualified business professors to the Dillard College of Business Administration. The endowment provides resources to enhance the professor's research endeavors.

Dr. Pablo A. Garcia-Fuentes is the Tarkington-Downing Rotary Distinguished Professor and the Director of the MBA in the Dillard College of Business Administration at Midwestern State University. He received a BS in agronomy from the Universidad Nacional Agraria, Nicaragua, an MS in agricultural economics from North Carolina A&T State University, and a PhD in agricultural economics with concentrations in international trade and econometrics from Louisiana State University. His research includes issues of U.S. agribusiness, foreign direct investment, remittances, human capital, poverty, and economic growth and development in developing countries. His research is published in the Journal of Applied Economics, Journal of Economics and Finance, International Journal of Food and Agricultural Economics, International Business Research, Academy of Economics and Finance Journal, Applied Economics, Journal of Food Distribution Research, Agribusiness: An International Journal, Journal of International Agricultural Trade and Development, and Investment and Competitiveness in Africa, the Food and Agriculture Organization of the United Nations, and Virginia Tech Extension.

#### Programs and Courses

##### Programs

##### Major

Business Administration, M.B.A.

Business Analytics, M.B.A.

**Master of Science in Advanced Data Analytics**

Graduate Certificate

Business Analytics Certificate

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 5323 - Graduate Accounting Information Systems

ACCT 5703 - Federal Tax Research

ACCT 5713 - Accounting Analytics

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~~ **Causal Inference Applications in Business Analytics**

BUAD 5643 - Machine Learning Applications in Business I

**BUAD 5743 - Machine Learning Applications in Business II**

**BUAD 5843 - Data Analytics Capstone**

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 5133 – Regression Model Applications to Data Analytics**

ECON 5143 - Data Modeling and Forecasting

ECON 6553 - Independent Graduate Study in Economics

ECON 6663 - Special Graduate Topics in Economics

#### Finance

FINC 5313 - Energy Industry Finance

FINC 5713 - Financial Administration

#### **FINC 5723 - Financial Data Analytics**

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 - Introduction to Business Analytics

MIS 5203 - Electronic Commerce

MIS 5603 - Data Visualization

MIS 5613 - Data Mining and Text Analytics in Business

MIS 6553 - Independent Graduate Study in MIS

MIS 6663 - Special Graduate Topics in Management Information Systems

Marketing

MKTG 5513 - Graduate Seminar in Marketing

MKTG 6553 - Independent Graduate Study in Marketing

MKTG 6663 - Special Graduate Topics in Marketing

Course Prefix: **BUAD**

Course Number: **5843**

Course Title: **Data Analytics Capstone**

Prerequisite(s): **Graduate Coordinator Approval**

Description: **A course that is offered to data analytics students in lieu of a thesis. It allows students to apply the methodologies learned in the core data analytics course to a data analytics project. Students define a project, collect data, choose data analytics methods, analyze the data and submit a written report. The graduate coordinator must approve student registration for the Data Analytics Capstone course.**

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

Type of Course: **Lecture**

Course Objectives: **To teach students applications of data analytics methods to a data analytics project.**

Course Prefix: BUAD

Course Number: 5633

Course Title: ~~Applies Analysis of Business Processes~~ **Causal Inference Applications in Business Analytics**

Prerequisite(s): none

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. **The course teaches students how to identify cause-and-effect relationships in business data. Topics include diagnostic tests, omitted variable bias, directed acyclic graphs, difference-in-differences, and regression discontinuity. Emphasis is placed on applying these methods to real-world business problems, enabling students to think critically and engage in counter-factual reasoning.**

Lec/Lab Hrs:3(3-0)

Type of Course: Lecture

Course Objectives:

1. Understand and apply regression analysis to business data.
2. Implement difference-in-differences techniques for causal inference in data analytics.
3. Apply regression discontinuity designs to evaluate business interventions.

Course Prefix: BUAD

Course Number:5643

Course Title: Machine Learning Applications in Business **Machine Learning Applications in Business I**

Prerequisite(s):none

Description: ~~The course teaches students statistical learning based on the application of modern methods and relevant statistical software. It includes supervised and unsupervised machine learning methods. Supervised machine learning refers to making predictions of a variable based on models that require input variables. Unsupervised machine learning refers to identifying relationships and patterns among a group a variables. The methods include linear regression, resampling methods, model selection, tree-based methods, vector machines, deep learning, survival, and multiple testing.~~ **This course introduces modern statistical learning methods for analyzing and interpreting business data. Topics include regression, classification, resampling techniques, ridge and lasso regularization, decision trees, and model selection. The course places an emphasis on prediction and model flexibility.**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

1. Apply regression and classification methods to predict business outcomes.
2. Evaluate model performance using cross-validation techniques.
3. Select and tune models using regularization methods such as ridge and lasso.
4. Understand the trade-offs between bias and variance in predictive modeling.

Course Prefix: **BUAD**

Course Number: **5743**

Course Title: **Machine Learning Applications in Business II**

Prerequisite(s): **BUAD 5643**

Description: **This course introduces advance statistical learning methods for analyzing and interpreting business data. Topics include support vector machines, deep learning, unsupervised learning, and survival analysis. The course places an emphasis on prediction and model flexibility.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Apply deep learning methods to predict business outcomes.**
2. **Use unsupervised learning techniques to address business questions.**
3. **Implement survival analysis in a business context**
4. **Evaluate and compare advanced models using appropriate performance metrics.**

Course Prefix: **ECON**

Course Number: **5133**

Course Title: **Regression Model Applications to Data Analytics**

Prerequisite(s): **BUAD 5603 Advanced Applied Business Statistics**

Description: **This course teaches students applications of econometrics methods to the analysis of data based on regression analysis. Students collect data, organize data, identify regression models, fit regression models to the data, interpret regression results and computer output, and use relevant software. Prerequisites: BUAD 5603 Advanced Applied Business Statistics.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Teach applications of econometrics methods to the analysis of data.**
2. **Identify, build and apply regression models to the analysis of data.**
3. **Interpret regression and computer outputs.**

Course Prefix: **FINC**

Course Number: **5723**

Course Title: **Financial Data Analytics**

Prerequisite(s): **none**

Description: **This course introduces essential quantitative and analytical tools and skills needed to analyze and interpret financial data, assess financial performance, and make data-drawn investment decisions.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Understand major tools and techniques used in financial analytics.**
2. **Apply analytical tools and techniques to solve real-world financial problems such as time-series analysis, financial forecasting, credit risk modeling, and portfolio optimization.**
3. **Communicate insights effectively to stakeholders.**

### West College of Education

32. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Inventory/Catalog Changes—EDLE

Effective Fall 2026

*West College of Education—Educational Leadership, Ed.D., is changing the references needed for the program. The program is creating a new option for scholarly deliverables. Students can now pursue the Dissertation in Practice option or the Three-Paper Model, which consists of three specific types of writing/research conducted throughout the entire EDD program, with one paper being publish-worthy. The dissertation hours are changing from 9 hours to 3 hours of Proposal and 6 hours Dissertation to help students who struggle with moving through the process*

### **Educational Leadership, Ed.D.**

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.

**The EdD with a major in Educational Leadership and concentration in Curriculum and Instruction requires 57 semester hours. The curriculum focuses on knowledge and skills necessary for district-level roles and responsibilities related to advancing student learning at many levels. 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 content-specific curriculum areas.**

**The program contains nine concentration courses that provide overarching theoretical, perspectives on curriculum and instruction and three required courses in the area of school leadership. Additionally, there are four courses on educational research culminating with a dissertation in practice. The core courses and research courses are standard for the field.**

#### 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:

1. 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.
2. A cumulative undergraduate GPA of at least 3.0 from the student's graduating institution.
3. A competitive score on the standardized graduate test, if required by the graduate program. The requirement for standardized test scores is decided at the college level. The student should contact the graduate coordinator of the intended graduate program for information. The McAda Graduate School must receive official admissions test scores directly from the organization that administers the test.
4. An undergraduate background 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 transcripts from all higher education institutions attended by the applicant.

Curriculum Vitae

Three references 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.

For students pursuing Superintendent Certification (TAC §242.15):

Principal Certification:

- (1) Complete Superintendent Certification program application form and declare intent to pursue the superintendent certification program upon entrance. Submit a copy of principal certification if available. Students may be admitted to the superintendent program without a principal certificate however, the principal certificate must be presented to the program prior to recommendation for superintendent certification.

To be eligible to receive the standard Superintendent Certificate, a candidate must:

- (1) satisfactorily complete an examination based on the standards identified in TAC §242.15
- (2) successfully complete this State Board for Educator Certification-approved superintendent preparation program and be recommended for certification by this program; and
- (3) at the time of admission hold, at a minimum, a master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (TAC §242.5); and
- (4) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country. The principal certificate must be submitted for the program to recommend a candidate for certification.

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.

### **Scholarly Deliverable**

**Generally, a student's scholarly delivery will identify a problem of practice upon which the student will design and conduct research and scholarly writing. According to the *Carnegie Project on the Education Doctorate* (CPED, 2016), "a problem of practice is defined as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes." Students' identified problems of practice should be central to all of their scholarly delivery engagement and each scholarly deliverable must demonstrate the rigor associated with formal research.**

**Candidates may choose one of two options to satisfy the scholarly deliverable requirement. The candidate may choose the Dissertation in Practice or the Three-Paper Model.**

### **Dissertation in Practice**

The dissertation **in practice** 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 demonstrate ~~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.

### **Three Paper Model**

**The Three Paper Model consists of three specific types of writing/research conducted throughout the entire EdD program. The candidate will complete 1) a case study, 2) an extensive literature review, and 3) an empirical research study. One of the three papers must be published as a requirement for graduation.**

**Case Study—Doctoral candidates must create their own teaching case study article that culminates in a publish-worthy manuscript formatted for submission to the *Journal of***

**Cases in Educational Leadership. The article represents an explanation of an issue relative to educational leadership in work settings.**

**Extensive Literature Review - The extensive literature review is a 15 to 20 page paper centered on a problem of practice, (i.e. your case study). The literature review must rely on recent, primary sources in a publishable format.**

**Empirical Research - Under the guidance and direction of their scholarly delivery committees, doctoral candidates must engage in empirical research (your case study) that culminates in a publish-worthy manuscript formatted for submission to the *Educational Administration Quarterly* (EAO)—25 to 40 pages, including references, tables, and figures.**

### **Dissertation Scholarly Deliverable Committee Requirements**

A ~~dissertation~~ **Scholarly Deliverable** 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 semester before EDLE 6163 Proposal begins.** The **scholarly deliverable (Dissertation in Practice or Empirical Research) 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 three credit hours ~~one 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.

33. Dr. Ziegler submitted the following graduate items for approval. Ms. Watkins seconded the motion and the items were approved.

#### EdD candidates seeking Superintendent Certification

Satisfactory completion of the following courses will lead to eligibility to take the state Superintendent Certification Exam:

**EDUC 6100- Advanced Doctoral Programs Orientation and Foundational Concepts**

EDLE 6003 - District Level Leadership

EDLE 6013 - Politics and Community Relations

EDLE 6033 - School Organization and Management

EDLE 6043 - Understanding Teachers & Teaching

EDLE 6053 - Superintendent Practicum

EDLE 6133 - Writing and Research Design for Educational Leadership

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 Proposal – 3 semester credit hours**

**EDLE 6163 - Proposal**

Dissertation – 9 6 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

**The EdD with a major in Educational Leadership Curriculum and Instruction requires 57 semester hours.**

**Edd candidates seeking concentration in Curriculum and Instruction**

**Curriculum and Instruction Concentration – 27 semester credit hours:**

**EDCI 6003 - Instructional Strategies for Adult Learners**

**EDCI 6013 - Curriculum of the Classroom Teacher**

**EDCI 6023 - Seminar in Learning and Cognition**

**EDCI 6033 - Advanced Early Childhood Curriculum**

**EDCI 6043 - Critical Inquiry Curriculum and Pedagogy**

**EDCI 6063 - Advanced Social Studies Curriculum**

**EDCI 6073 - Advanced ELAR Curriculum**

**EDCI 6083 - Advanced Math Curriculum**

**EDCI 6053 - Advanced Science Teaching**

**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**

**Leadership Core - 9 semester credit hours:**

**EDLE 6023 - Program Evaluation**

**EDLE 6043 - Understanding Teachers & Teaching**

**EDLE 6113 - Educational Accountability and Student Assessment**

**Proposal – 3 semester credit hours**

**EDLE 6163 – Proposal**

**Dissertation - 6 semester credit hours:**

**EDLE 6203 – Dissertation**

Course Prefix: EDLE

Course Number: 6093

Course Title: ~~Cultural Foundations in Education Leadership~~ **Foundations in Educational Leadership**

Prerequisite(s): none

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

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

Course Prefix: **EDUC**

Course Number: **6100**

Course Title: **Advanced Doctoral Programs Orientation and Foundation Concepts**

Prerequisite(s): **Admission to advanced certification programs.**

Description: **The Advanced Doctoral Educator Certification Orientation Course consists of multiple activities and/or trainings which we required components for becoming a certified educator as per Texas Education Agency (TEA) requirements. Credit or no-credit for seminar.**

Lec/Lab Hrs: **0(0-0)**

Type of Course: **Seminar**

Course Objectives:

1. **Adhere to criminal background checks including TEC 22.083 and preliminary criminal history evaluation Texas Occupations Code §53.102 & Texas Administration Code 19 Ch. 227.**
2. **Demonstrate a thorough understanding of the structure of the West College of Education and Professional Studies (WCOEPS) programs.**
3. **Identify and follow all program requirements as outlined in the applicable program handbook.**
4. **Recognize characteristics of dyslexia and identify the strategies to meet the needs of students with dyslexia at both schoolwide and classroom levels.**
5. **Demonstrate understanding of positive behavior interventions and supports for all students including students with disabilities.**
6. **Identify substance use disorders and their impact on the family, engagement strategies and services needed by children whose parents have substance use disorders and methods of improving collaboration among substance abuse treatment, child welfare and court systems.**

7. **Identify signs and prevention of youth suicide.**
8. **Acknowledge privacy and confidentiality requirements and take the privacy pledge.**
9. **Verify understanding of requirements for clinical experiences, educator standards, and the T-PESS Rubric.**
10. **Acknowledge and adhere to Texas Educator's Code of Ethics.**
11. **Demonstrate understanding of knowing how to recognize, respond to, and prevent human trafficking.**
12. **Understand and acknowledge potential ineligibility of issuance of certificate due to criminal history.**
13. **Identify and adhere to requirements related to Child Abuse and Neglect Reporting.**

Course Prefix: **EDLE**

Course Number: **6163**

Course Title :**Proposal**

Prerequisite(s): **Consent of Department**

Description: **To be scheduled only with consent of department. Three hours credit required. Doctoral students must maintain continuous enrollment in this course until proposal is approved and subsequent for admission to dissertation EDLE 6203. Credit or no-credit are assigned for proposal hours.**

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

Type of Course: **Lecture**

Course Objectives: **The objective of this course is for candidates to prepare and defend a proposal for the Dissertation in Practice or Empirical Research required in the Three Paper Model.**

Course Prefix: EDLE

Course Number:6203

Course Title: Dissertation

Prerequisite(s):Consent of Department

Description: To be scheduled only with consent of department. ~~Nine~~ **Six** hours credit required. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy. Credit or No-Credit are assigned for dissertation hours.

Lec/Lab Hrs:

Type of Course:

Course Objectives:

34. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Inventory/Catalog Changes—EDLE

Effective Fall 2026

*The program is creating the new Curriculum and Instruction Concentration to provide another option for a Doctorate. The concentration will replace the superintendent courses with Curriculum and Instruction courses.*

### **Curriculum and Instruction Concentration**

Course Prefix: **EDIC**

Course Number: **6003**

Course Title: **Instructional Strategies for Adult Learners**

Prerequisite(s): **none**

Description: **Examination and evaluation of methods and techniques of instruction used by both trainer and curriculum/program developers in business and industry, government, and community adult learning activities.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze instructional methods and techniques used in adult learning across business, industry, government, and community settings.**

**Students will be able to evaluate the effectiveness of training and curriculum development strategies in addressing diverse adult learner needs.**

**Students will be able to apply principles of instructional design to create or adapt training approaches for workplace and community learning programs.**

**Students will be able to critique trainer-led and curriculum-driven instructional practices, identifying strengths, limitations, and opportunities for improvement.**

Course Prefix: **EDCI**

Course Number: **6013**

Course Title: **Curriculum of the Classroom teacher**

Prerequisite(s): **none**

Description: **This course explores the key issues in curriculum design and implementation for classroom teachers.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to identify key issues that influence curriculum design and implementation in classroom settings.**

**Students will be able to analyze how curriculum design decisions affect teaching practices and student learning outcomes.**

**Students will be able to evaluate different models and approaches to curriculum design for their effectiveness in diverse educational contexts.**

**Students will be able to apply curriculum design principles to develop or adapt instructional plans for classroom use.**

Course Prefix: **EDCI**

Course Number: **6023**

Course Title: **Seminar in Learning and Cognition**

Prerequisite(s): **none**

Description: **Cognitive approaches to learning/teaching with a focus on what constitutes authentic learning. Topics/themes include the nature of preschool learning, sources contributing to learning, constructivism, and holistic perspectives.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to explain cognitive approaches to learning and teaching with an emphasis on authentic learning.**

**Students will be able to analyze the nature of preschool learning and the sources that contribute to children's learning experiences**

**Students will be able to apply constructivism principles to the design of age-appropriate instructional strategies and activities.**

**Students will be able to evaluate holistic perspectives on learning in relation to fostering authentic, meaningful educational experiences.**

Course Prefix: **EDCI**

Course Number: **6033**

Course Title: **Advanced Early Childhood Curriculum**

Prerequisite(s): **none**

Description: **The advanced course in early childhood curriculum examines the theory, research, and practice that guide effective teaching and learning for young children, birth through grade three. Students will analyze a range of curriculum models and frameworks with a focus on developmentally appropriate practice.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to explain major theories and research that inform effective early childhood teaching and learning from birth through grade three.**

**Students will be able to analyze a range of curriculum models and frameworks used in early childhood education.**

**Students will be able to evaluate curriculum approaches for their alignment with developmentally appropriate practice.**

**Students will be able to design instructional plans that integrate theory, research, and best practices for young children's learning and development.**

Course Prefix: **EDCI**

Course Number: **6043**

Course Title: **Critical Inquiry Curriculum and Pedagogy**

Prerequisite(s): **none**

Description: **Examinations of different conceptualizations of curriculum and pedagogy in K-12; emphasis on critical theory, postmodern theory, and critique.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to describe different conceptualizations of curriculum and pedagogy in K-12 education.**

**Students will be able to analyze how critical theory and postmodern theory inform curriculum and pedagogy.**

**Students will be able to critique traditional and contemporary approaches to curriculum in light of critical and postmodern perspectives.**

**Students will be able to construct informed arguments about the implications of various curriculum theories for K-12 teaching and learning.**

Course Prefix: **EDCI**

Course Number: **6053**

Course Title: **Advanced Science Teaching**

Prerequisite(s): **none**

Description: **Principles and practices of research into science teaching with a focus on building researchers' professional identities in the field. Topics include the field-specific nature, purposes, methods, rhetoric, and impact of research into science teaching.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to explain the field-specific nature, purpose, and impact of research in science teaching.**

**Students will be able to analyze the methods and rhetoric commonly used in research on science teaching.**

**Students will be able to evaluate research studies in science education for their rigor, relevance, and contribution to the field.**

**Students will be able to develop their professional identity as researchers by designing and presenting an original research proposal in science teaching.**

Course Prefix: **EDCI**

Course Number: **6063**

Course Title: **Advanced Social Studies Curriculum**

Prerequisite(s): **none**

Description: **The focus is on current trends and research in social studies with particular attention to innovative instructional modes and relating learning to the learner's social environment.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to summarize current trends and research in social studies education.**

**Students will be able to analyze innovative instructional modes used in social studies teaching and learning.**

**Students will be able to evaluate instructional approaches for their effectiveness in connecting learning to the learner's social environment.**

**Students will be able to design social studies learning experiences that integrate current research, innovative methods, and connections to students' social contexts.**

Course Prefix: **EDCI**

Course Number: **6073**

Course Title: **Advanced ELAR Curriculum**

Prerequisite(s): **none**

Description: **Literature, research, and content in English and speech; experimental programs; graduation or sequence of subject matter; criteria for programs evaluation; and basic issues.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to examine literature, research, and content relevant to English and speech education.**

**Students will be able to analyze current trends and experimental programs in English and speech instruction.**

**Students will be able to evaluate approaches to graduation and sequencing of subject matter, applying criteria for effective program design.**

**Students will be able to critique basic issues in English and speech curriculum and purpose improvements to program evaluation practices.**

Course Prefix: **EDCI**

Course Number: **6083**

Course Title: **Advanced Math Curriculum**

Prerequisite(s): **none**

Description: **This course focuses on current trends and research in mathematics with particular attention to innovative instructional modes and relating learning to the learner's social environment.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to summarize current trends and research in mathematics education.**

**Students will be able to analyze innovative instructional modes used in mathematics teaching and learning.**

**Students will be able to evaluate instructional approaches for their effectiveness in connecting mathematics learning to the learner's social environment.**

**Students will be able to design mathematics learning experiences that integrate current research, innovative methods, and connections to student's social contexts.**

Course Catalog Changes—SPAD Effective Fall 2026

35. Dr. Ziegler submitted the following graduate items for approval. Dr. Forrester seconded the motion and the items were approved.

*The program is deleting courses that presented confusion with other institutions. The program is aligning the catalog to Midwestern State University's language.*

**Sport Administration, M.Ed.**

Sport Administration, M.Ed.

Mission Statement: The mission of the Master of Education degree with a major in Sport Administration is to prepare candidates for management and administrative positions in interscholastic sport, intercollegiate sport, professional sport, intramural recreation, and community-based programs in sport, recreation, and leisure services. The curriculum offers

students a broad background in theoretical and practical applications associated with best practices and current research.

The graduate program offers two options for study. The research option requires 33 semester hours and the non-research option requires 30 semester **hours.**

M.Ed. Sport Administration-Research Option (33 hours)

Required Core - 18 hours

- EDUC 5053 - Introduction to Research
- SPAD 5013 - Research Methods in Sport Management
- SPAD 5023 - Leadership in Sport Management
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- ~~SPAD 5513 - Inclusion and Diversity in Sport~~
- **SPAD 5083- Dynamics of Team & Group Interaction**
- SPAD 5843 - Introduction to the Sport Industry

Elective Course Options - 12 hours selected from the following:

- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5713 - Leading through Effective Communication
- SPAD 5063 - Sport in American Culture
- SPAD 5073 - Globalization & Sports
- SPAD 5523 - Event & Facilities Management
- SPAD 5623 - Media & Community Relations in Sport
- SPAD 5723 - Sport Marketing & Finance
- SPAD 5823 - Designing Effective Worksite Wellness Programs
- SPAD 5833 - Outdoor Leadership Programming
- SPAD 6903 - Independent Graduate Study in Sport Administration
- SPAD 6953 - Special Graduate Topics in Sport Administration

Capstone - 3 hours

- EDUC 6753 - Applied Research

M.Ed. Sport Administration-Non-Research Option (30 hours)

Required Core - 15 hours

- SPAD 5013 - Research Methods in Sport Management
- SPAD 5023 - Leadership in Sport Management
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- ~~SPAD 5513 - Inclusion and Diversity in Sport~~
- **SPAD 5083 - Dynamics of Team & Group Interaction**
- SPAD 5843 - Introduction to the Sport Industry

Elective Course Options - 12 hours selected from the following:

- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5713 - Leading through Effective Communication
- SPAD 5063 - Sport in American Culture
- SPAD 5073 - Globalization & Sports
- SPAD 5523 - Event & Facilities Management
- SPAD 5623 - Media & Community Relations in Sport
- SPAD 5723 - Sport Marketing & Finance
- SPAD 5823 - Designing Effective Worksite Wellness Programs
- SPAD 5833 - Outdoor Leadership Programming
- SPAD 6903 - Independent Graduate Study in Sport Administration
- SPAD 6953 - Special Graduate Topics in Sport Administration

Capstone Options - 3 hours selected from the following:

- SPAD 6023 - Graduate Project in Sport Administration
- SPAD 6053 - Graduate Practicum in Sport Administration

Sport Administration Minor

Requirements:

- SPAD 5023 - Leadership in Sport Management
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- ~~SPAD 5513 - Inclusion and Diversity in Sport~~
- **SPAD 5083 - Dynamics of Team & Group Interaction**

Course Catalog Changes—SPAD Effective

Fall 2026

*The program is making changes to the catalog with course additions and deletions.*

Sport Administration Minor

Requirements:

- SPAD 5023 - Leadership in Sport Management
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- ~~SPAD 5513 - Inclusion and Diversity in Sport~~
- **SPAD 5083 Dynamics of Team & Group Interaction**

Plus:

Approved Graduate SPAD Course - 3 semester credit hours.

Course Inventory Changes—SPAD

Effective Fall 2026

**New Course Addition:**

Course Prefix: **SPAD**

Course Number: **5083**

Course Title: **Dynamics of Team & Group Interaction**

Prerequisite(s): **none**

Description: **Study of the psychosocial dynamics impacting team and group interactions and performance.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Students will explore how participant personality, attention and cognitive skills, and self-perception impact them and group performance.**
2. **Students will explore how behavioral and social cognitive approaches can be used to improve motivation and group behavior.**
3. **Student will explore how emotions, stress, and ability to cope impact performance and mental health.**
4. **Students will explore how various social processes can impact group interactions and performance.**

**Deletion of Course**

Course Prefix: SPAD

Course Number: 5513

Course Title: Inclusion &amp; Diversity in Sport

**Deletion of Course**

Course Prefix: SPAD

Course Number: 5533

Course Title: Focused Study: Event &amp; Facilities Management

**Deletion of Course**

Course Prefix: SPAD

Course Number: 5633

Course Title: Focused Study: Media &amp; Community Relations in Sport

**Deletion of Course**

Course Prefix: SPAD

Course Number: 5733

Course Title: Focused Study: Sport Marketing &amp; Finance

## Course Inventory/Catalog Changes—SPED

36. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective Fall 2026

*EDUC 5100 is being added to aid students in completing the requirements per the State of Texas will apply to all certifications. The proposed changes included aligning with THECB by removing the mission statement and adding purpose statements.*

**Special Education, M. Ed.**

~~Mission Statement: The mission of the Master of Education degree with a major in Special Education is to prepare candidates to lead their schools and communities in providing services to students with disabilities.~~ **Purpose Statement: The purpose of the Master of Education in Special Education Program is to prepare professionals to lead their schools and communities in providing high-quality services and support for students with disabilities.**

**The Master of Education in Special Education is designed for educational professionals seeking to expand their expertise and leadership in special education. Candidates may pursue one of five professional pathways:**

**Major in Special Education, Major in Special Education with Educational Diagnostician Certification, Major in Special Education with Dyslexia Emphasis, Major in Special Education with Educational Diagnostician Certification and Dyslexia Emphasis, and Educational Diagnostician Certification Only (for those already possessing a master's degree).**

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

The Master of Education in Special Education for graduates will prepare them with the knowledge and skills required to provide leadership on their campuses and in their communities in providing services for students who have disabilities. The degree will then help them develop knowledge and skills in a variety of advanced areas of special education.

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

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

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

Major in Special Education (Degree only, non-Educational Diagnostician Pathway, Non-Applied Research Option)

The program consists of 30 semester hours.

- COUN 6013 -Human Relations
- EDUC 5053 - Introduction to Research
- SPED 5013 - Exceptional Individuals
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6033 - Early Childhood Special Education
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors
- SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors
- SPED 6953 - Special Graduate Topics in Special Education
- Three (3) hours of approved electives.

Major in Special Education (Degree only, non-Educational Diagnostician Pathway, Applied Research Option)

The program consists of 33 semester hours.

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPED 5013 - Exceptional Individuals
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6033 - Early Childhood Special Education
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors
- SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors
- SPED 6953 - Special Graduate Topics in Special Education
- Three (3) hours of approved electives

Major in Special Education (Degree with Educational Diagnostician Pathway Non-Applied Research Option)

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

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

This pathway completes the required course work for Educational Diagnostician certification. For information regarding the certification, contact advisor. The program consists of 30 semester hours.

- **EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**
- EDUC 5053 - Introduction to Research
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6513 - Special Education Evaluation: Interpretation & Communication
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Assessment Practices for Low-Incidence Disabilities
- SPED 6913 - Legal and Ethical Practices in Special Education
- SPED 6943 - Practicum in Special Education
- SPED 6953 - Special Graduate Topics in Special Education

Major in Special Education (Degree with Educational Diagnostician Pathway Applied Research Option)

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

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

This pathway completes the required course work for Educational Diagnostician certification. For information regarding the certification, contact advisor. The program consists of 33 semester hours.

- **EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6513 - Special Education Evaluation: Interpretation & Communication
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Assessment Practices for Low-Incidence Disabilities
- SPED 6913 - Legal and Ethical Practices in Special Education
- SPED 6943 - Practicum in Special Education
- SPED 6953 - Special Graduate Topics in Special Education

Major in Special Education (Non-Texas Certification, Non-Applied Research Option)

This degree is designed for anyone interested in psychometric testing that is not seeking Texas certification. The program consists of 30 semester hours.

- EDUC 5053 - Introduction to Research
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors
- SPED 6213 - Individualized Assessment I for Non-Texas Certification Majors
- SPED 6223 - Individualized Assessment II for Non-Texas Certification Majors
- SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors
- SPED 6283 - Practicum in Special Education for Non-Texas Certification Majors
- SPED 6523 - Special Education Evaluation: Interpretation & Communication for non-Texas Certification
- SPED 6953 - Special Graduate Topics in Special Education

Major in Special Education (Non-Texas Certification, Applied Research Option)

This degree is designed for anyone interested in psychometric testing that is not seeking Texas certification. The program consists of 33 semester hours.

- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors
- SPED 6213 - Individualized Assessment I for Non-Texas Certification Majors
- SPED 6223 - Individualized Assessment II for Non-Texas Certification Majors
- SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors
- SPED 6283 - Practicum in Special Education for Non-Texas Certification Majors
- SPED 6523 - Special Education Evaluation: Interpretation & Communication for non-Texas Certification
- SPED 6953 - Special Graduate Topics in Special Education

37. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Inventory Changes – Effective Fall 2026

Course Prefix: **EDUC**

Course Number: **5100**

Course Title: **Advanced Programs Orientation and Foundational Concepts**

Prerequisite(s): **none**

Description: **The Advanced Educator Certification Orientation Course consists of multiple activities and/or training which are required components for becoming a certified educator as per Texas Education Code (TEC) and Texas Administration Code (TAC) requirements. Credit or no-credit for seminar.**

Lec/Lab Hrs: **0(0-0)**

Type of Course: **Seminar**

Course Objectives:

1. **Adhere to criminal background checks including TEC 22.083 and preliminary criminal history evaluation Texas Occupations Code §53.102 & Texas Administration Code 19 Ch. 227.**
2. **Demonstrate a thorough understanding of the structure of the West College of Education and Professional Studies (WCOEPS) programs.**

3. **Identify and follow all program requirements as outlined in the applicable program handbook.**
4. **Recognize characteristics of dyslexia and identify the strategies to meet the needs of students with dyslexia at both schoolwide and classroom levels.**
5. **Demonstrate understanding of positive behavior interventions and supports for all students including students with disabilities.**
6. **Identify substance use disorders and their impact on the family, engagement strategies and services needed by children whose parents have substance use disorders and methods of improving collaboration among substance abuse treatment, child welfare and court systems.**
7. **Identify signs and prevention of youth suicide.**
8. **Acknowledge privacy and confidentiality requirements and take the privacy pledge.**
9. **Verify understanding or requirements for clinical experiences, educator standards, and the T-PESS Rubric.**
10. **Acknowledge and adhere to Texas Educator's Code of Ethics.**
11. **Demonstrate understanding of knowing how to recognize, respond to, and prevent human trafficking.**
12. **Understand and acknowledge potential ineligibility of issuance of certificate due to criminal history.**
13. **Identify and adhere to requirements related to Child Abuse and Neglect Reporting.**

38. Dr. Ziegler submitted the following graduate items for approval. Dr. Forrester seconded the motion and the items were approved.

### **Major in Special Education with Dyslexia Pathways**

**Enrollment in or completion of an approved Dyslexia Therapist Training Program (CALT) is required for the following degrees. Evidence of proficiency in CALT-aligned competencies may be applied toward fulfillment of designated program requirements upon review of approved documentation.**

Professional certification as a CALT requires the following:

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

#### Additional Information:

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

Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.

#### Major in Special Education with Dyslexia Emphasis Only (Non-Applied Research Option)

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

~~Professional certification as a CALT requires the following:~~

- ~~5. A master's degree from an accredited institution~~
- ~~6. Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.~~
- ~~7. Acceptable performance on a comprehensive examination administered by ALTA.~~
- ~~8. Completion of 3 CEUs (30 contact hours) every three years.~~

The program consists of 30 semester hours.

#### Course Credit for CALT Credit Integration with CALT Training Courses:

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

#### Additional Courses:

- COUN 6013 - Human Relations

- EDUC 5053 - Introduction to Research
- SPED 5013 - Exceptional Individuals
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors

~~Additional Information:~~

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

~~Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.~~

Major in Special Education with Dyslexia Emphasis Only (Applied Research Option)

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

~~Professional certification as a CALT requires the following:~~

- ~~1. A master's degree from an accredited institution~~
- ~~2. Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.~~
- ~~3. Acceptable performance on a comprehensive examination administered by ALTA.~~
- ~~4. Completion of 3 CEUs (30 contact hours) every three years.~~

The program consists of 33 semester hours.

~~Course Credit for CALT~~ **Credit Integration with CALT Training Courses:**

- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities

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

Additional Courses:

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPED 5013 - Exceptional Individuals
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors

Additional Information:

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

~~Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.~~

Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway - Non-Applied Research Option)-

Educational Diagnostician Certification is available with this Dyslexia emphasis. Students must declare Educational Diagnostician program at admission. The program consists of 39 semester hours.

- **EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**

~~Course Credit for CALT~~ **Credit Integration with CALT Training Courses:**

- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities

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

Additional Courses:

- EDUC 5053 - Introduction to Research
- SPED 6013 - Teaching Strategies for Affective Disorders

6 Additional Courses for Educational Diagnostician:

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

- SPED 6513 - Special Education Evaluation: Interpretation & Communication
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Assessment Practices for Low-Incidence Disabilities
- SPED 6913 - Legal and Ethical Practices in Special Education
- SPED 6943 - Practicum in Special Education

Additional Information:

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

~~Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.~~

Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway - Applied Research Option)->

Educational Diagnostician Certification is available with this Dyslexia emphasis. (Applied Research Option).

~~Students must declare Educational Diagnostician program at admission.~~

Students must declare Educational Diagnostician program at admission. The program consists of 42 semester hours.

- **EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**

~~Course Credit for CALT~~ **Credit Integration with CALT Training Courses:**

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

Additional Courses:

- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPED 6013 - Teaching Strategies for Affective Disorders

6 Additional Courses for Educational Diagnostician:

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

- SPED 6513 - Special Education Evaluation: Interpretation & Communication
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Assessment Practices for Low-Incidence Disabilities
- SPED 6913 - Legal and Ethical Practices in Special Education

- SPED 6943 - Practicum in Special Education

~~Additional Information:~~

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

~~Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.~~

Educational Diagnostician Certification Only

This program is available as a post-masters certification only program to qualify the candidate to test for the Texas Educational Diagnostician Certification.

- **EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**
- SPED 6513 - Special Education Evaluation: Interpretation & Communication
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - Assessment Practices for Low-Incidence Disabilities
- SPED 6913 - Legal and Ethical Practices in Special Education
- SPED 6943 - Practicum in Special Education

Course Inventory/ Catalog Changes—EDLE, M.Ed.

39. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective Fall 2026

*The program is replacing the mission statement with the purpose statement to align with MSU language. EDUC 5100 is being added to help students complete the many steps they need to take throughout the program.*

**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 National Educational Leadership Preparation (NELP) and Texas Education Agency (TEA) standards.~~

**Purpose Statement: The purpose of the Master of Education in Educational Leadership program is to develop visionary, ethical leaders who are prepared to transform, support, and serve educational communities across a variety of settings.**

Program Information: **Through rigorous coursework, practical experiences, and alignment with National Educational Leadership Preparation (NELP) and Texas Education Agency (TEA) standards, the program empowers aspiring administrators to lead with integrity, foster collaborative learning communities, and drive continuous school improvement.**

Students will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Students Those who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the state mandated TExES examination and **Performance Assessment for School Leaders (PASL) examinations and** two years of teaching experience.

Students who already possess a master's degree may enroll in a non-degree program leading to principal 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.

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.

Students who may pursue a terminal degree are highly encouraged to select the Applied Research option.

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

**To be recommended for PASL, students must receive approval of their plan by the program coordinator.**

Master of Education with a major in Educational Leadership with Principal Certification Applied Research Option (33 hours)

**EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**

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 5653 - Building **Collaborative** School Communities for ~~Diverse~~ **All** 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 with Principal Certification Non-Applied Research Option (30 hours)

**EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**

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 5653 - Building **Collaborative** School Communities for Diverse **All** 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
- 

Master of Education with a major in Educational Leadership without Principal Certification  
Applied Research Option (33 hours)

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 5653 - Building **Collaborative** School Communities for Diverse **All** 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 chosen from the West College of Education Graduate Courses.

Master of Education with a major in Educational Leadership without Principal Certification Non-Applied Research Option (30 hours)

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 5653 - Building **Collaborative** School Communities for ~~Diverse~~ **All** Learners
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDUC 5053 - Introduction to Research

Electives:

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

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

This program requires 42 semester credit hours.

Courses are:

- **EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**
- 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 6203 - Legal and Ethical Practices in Special Education for Non-Texas Certification Majors
- SPED 6933 - Ethics and Practice Standards in Special Education for Non-Texas Certification Majors
- SPED 6953 - Special Graduate Topics in Special Education

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 Applied Research (42 hours)

Courses are:

- **EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**

- 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 5523 - Event & Facilities Management
- SPAD 5623 - Media & Community Relations in Sport
- SPAD 5723 - Sport Marketing & Finance
- SPAD 5823 - Designing Effective Worksite Wellness Programs

Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration Applied Research Option (33 hours)

Mission Statement: The Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration 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.

Students who may pursue a terminal degree are highly encouraged to select the Applied Research option.

Courses are:

- EDLE 5203 - Higher Education Law
- EDLE 5443 - Higher Education Business and Finance
- EDLE 5513 - The College Student
- EDLE 5633 - Administration of Higher Education
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5753 - University Advancement
- EDLE 5803 - Enrollment Management Principles and Practices
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- EDUC 6823 - Graduate Practicum in Professional Studies

Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration Non-Applied Research Option (30 hours)

Core courses are:

- EDLE 5203 - Higher Education Law
- EDLE 5443 - Higher Education Business and Finance
- EDLE 5513 - The College Student
- EDLE 5633 - Administration of Higher Education
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5753 - University Advancement
- EDLE 5803 - Enrollment Management Principles and Practices
- EDUC 5053 - Introduction to Research
- EDUC 6823 - Graduate Practicum in Professional Studies

Master of Education with a major in Educational Leadership and a Concentration in Sport Administration Non-Applied Research Option (39 hours)

Courses are:

- **EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**
- 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
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- SPAD 5523 - Event & Facilities Management
- SPAD 5623 - Media & Community Relations in Sport
- SPAD 5723 - Sport Marketing & Finance
- SPAD 5823 - Designing Effective Worksite Wellness Programs

Educational Administration, Principal Certification Only

This program is designed to develop school-level leaders. Successful completion of the Principal Certification program and passing the Principal as Instructional Leader (TExES 268) and the Performance Assessment for School Leaders (PASL) promotes students to be recommended for the State of Texas Principal as Instructional Leader certification. This program requires 18 credit hours.

Courses are:

- **EDUC 5100- Advanced Programs Orientation and Foundational Concepts 0**

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- EDLE 5683 - Instructional Improvement and Staff Development
- EDLE 5693 - Graduate Practicum in Educational Leadership

Course Prefix: EDLE

Course Number: 5653

Course Title: ~~Building School Communities for Diverse Learners~~ **Building Collaborative School Communities for All Learners**

Prerequisite(s):none

Description: ~~A study of the characteristics and educational needs of diverse communities. The primary focus is to equip educational leaders with the knowledge and skills to recognize, implement, and maintain inclusive and effective instructional programs that ensure success for all students.~~

**This course examines the characteristics and communication needs of collaborative learning communities. The primary focus is to equip organizational leaders with the knowledge and skills to recognize, implement, and support effective programs that promote success for all students**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Inventory/Catalog Changes—OGLE

40. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective Fall 2026

*The program is creating a new Master's program. Currently, there are about 12 students interested in the program.*

**Organizational Leadership, MA**

Gordon T. and Ellen West College of Education and Professional Studies

Admission Requirements

Grades for Graduate Study

Program Completion

Requirements Departments, Programs and Courses Student Fitness and Performance

Leann Curry, Dean (Bridwell Hall 302)

~~Kym Acuña~~ **Stephanie Zamora Robles**

Chair, Department of Graduate and Adult Education

~~Tara Fox~~ **Wendy Helmcamp**

Graduate Coordinator, CLMH and School Counseling and Special Education

~~Kym Acuña~~ **Stephanie Zamora Robles**

Graduate Coordinator, Special Education, Educational Leadership, M.Ed., Curriculum and Instruction, and Human Resource Development

**April Crutcher**

**Graduate Coordinator, Special Education**

~~Julie Wood~~ **Carrie Taylor**

Graduate Coordinator, Sport Administration

Matthew Capps

Graduate Coordinator, Educational Leadership, Ed.D.

Graduate Faculty: ~~Acuña, Andersen,~~ **Bryant**, Capps, M., **Dunn**, Cavitt, **Crutcher**, Curry, ~~Deighan, Fox,~~ Gupta, Helmcamp, **Howe**, Humphreys, Huang, Lindt, ~~McIntyre,~~ Martini, Medellin, Reeves, Schultz, Shawver, **Sefah**, ~~Smith,~~ Stewart, Waisner-Taylor, **Wickard**, Whitworth, Wood, Zamora Robles

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

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

## Degrees

The Gordon T. and Ellen West College of Education and Professional Studies offers the Master of Education, the Master of Arts, and the Doctor of Education degrees.

## Majors

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

option to select a concentration in training and development). Graduate students seeking a Doctorate in Education with a major in Educational Leadership can select the superintendent certificate option.

## Minors

Graduate minors are offered in instructional design and technology, sport administration, special education, teacher leadership, and training and development.

## Professional Development

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

## Admission Requirements

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

section (see Admissions & Academic Information).

### Grades for Graduate Study

Only grades of A, B, and C are acceptable in graduate courses. No more than two grades of C may be applied to the Master's degree. For a student with a third grade of C or lower, the Faculty

Review Committee will recommend to the Dean whether or not the student should be dismissed from the graduate program.

### Student Fitness and Performance

#### Program Standards.

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

#### Evaluating Student Fitness and Performance.

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

#### Required Withdrawal from a Program.

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

Dean.

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

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

### Program Completion Requirements

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

### Departments, Programs and Courses

#### Department of Graduate and Adult Education

Go to information for Department of Graduate and Adult 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.

**Organizational Leadership, M.A.**

Master of Education

Curriculum and Instruction, M.Ed.

Educational Leadership, M.Ed.

Special Education, M.Ed.

Sport Administration, M.Ed.

Master of Professional Studies

Professional Studies, M.P.S.

Doctor of Education

Educational Leadership, Ed.D

**Educational Leadership, with a Major in Educational Leadership and concentration in Curriculum and Instruction, Ed.D**

Minor

Instructional Design and Technology Minor

Special Education Minor

Sport Administration Minor

Teacher Leadership Minor

Training and Development Minor

**Organizational Leadership, M.A.**

**Purpose Statement:**

**The Master of Arts in Organizational Leadership at the West College of Education and Professional Studies prepares ethical, visionary, and innovative leaders to excel across diverse sectors, including business, healthcare, nonprofit, and public service.**

**The M.A. in Organizational Leadership develops the knowledge, skills, and practical experience necessary for effective leadership in complex and dynamic environments. Designed for professionals across organizational settings including business, government, nonprofit, and community, the program emphasizes ethical decision-making, strategic innovation, and sustainable growth. Graduates will be equipped to address contemporary organizational challenges, promote employee learning and development, and lead with integrity and vision.**

**This non-thesis program requires 30 semester hours for completion.**

**Organizational Leadership Requirements:**

**EDUC 5053 - Introduction to Research**

**OGLE 5703 - Leadership Foundations**

**OGLE 5743 - Organizational Theory and Practices**

**OGLE 5373 - Ethical Leadership**

**OGLE 5673 - Leading Organizational Change**

**OGLE 5533 - Workplace Learning & Development**

**OGLE 5213 - Trends and Issues in Organizational Leadership**

**OGLE 5593 - Leadership Communication and Conflict Management**

**EDUC 6753 - Applied Research**

**OGLE 5583 - Graduate Internship in Organizational Leadership**

41. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Prefix: **OGLE**

Course Number: **5213**

Course Title: **Trends and Issues in Organized Leadership**

Prerequisite(s): **none**

Description: **Explores emerging leadership models, organizational trends, workplace innovation, and the impact of global change. Students will examine case studies and**

**contemporary issues to understand how leaders anticipate, respond, and adapt to evolving organizational needs.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze emerging leadership models and organizational trends by evaluating case studies and contemporary issues in diverse workplace contexts.**

**Students will be able to evaluate the impact of global change on organizations and propose adaptive strategies that foster workplace innovation and resilience.**

**Students will be able to apply critical thinking and research skills to recommend leadership approaches that anticipate and respond to evolving organizational needs.**

Course Prefix: **OGLE**

Course Number: **5373**

Course Title: **Ethical Leadership**

Prerequisite(s): **none**

Description: **This course will explore codes of ethics, corporate values, confidential management and employee issues, and mandatory compliance, while examining how ethical decision-making shapes organizational culture and practices.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze organizational codes of ethics, corporate values, and compliance requirements to determine their influence on leadership decision-making and organizational culture.**

**Students will be able to evaluate ethical dilemmas involving confidentiality, employee relations, and compliance issues by applying established ethical frameworks and leadership principles.**

**Students will be able to formulate ethically sound strategies and recommendations that promote integrity, accountability, and alignment between corporate values and organizational practices.**

Course Prefix: **OGLE**

Course Number: **5533**

Course Title: **Workplace Learning and Development**

Prerequisite(s): **none**

Description: **Examination and evaluation of strategies and practices used by organizational leaders to foster employee learning, development, and performance. The course focuses on methods for designing, implementing, and assessing training and development initiatives in business, government, and community settings.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze strategies and practices used by organizational leaders to promote employee learning, development, and performance across diverse organizational contexts.**

**Students will be able to design training and development initiatives that align with organizational goals and apply best practices for implementation in business, government, and community settings.**

**Students will be able to evaluate the effectiveness of training and development programs by applying appropriate assessment methods and recommending evidence-based improvements.**

Course Prefix: **OGLE**

Course Number: **5583**

Course Title: **Graduate Internship in Organizational Leadership**

Prerequisite(s): **none**

Description: **Designed as the culminating experience in the Organizational Leadership program: provides 50 clock hours of training experience under the supervision of experienced personnel. May be repeated for credit with approval of graduate committee chair.**

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

Type of Course: **Practicum**

Course Objectives:

**Students will be able to apply organizational leadership theories and practices in a supervised professional setting through the completion of 50 clock hours of training experience.**

**Students will be able to demonstrate advanced problem-solving, decision-making, and leadership skills by actively contributing to organizational projects and initiatives under the supervision of experience personnel.**

**Students will be able to synthesize academic learning with practical application by critically reflecting on professional experiences and evaluating personal growth in preparation for future leadership roles.**

Course Prefix: **OGLE**

Course Number: **5593**

Course Title: **Leadership Communication and Conflict Management**

Prerequisite(s): **none**

Description: **Designed to help emerging leaders develop the skills necessary to foster a positive organizational culture through effective communication. Students will examine strategies for addressing conflict, including resolution, mediation, problem-solving, decision-making, coaching, and mentoring.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze organizational communication practices and apply strategies that foster a positive and inclusive organizational culture.**

**Students will be able to demonstrate effective conflict management techniques, including resolution, mediation, and problem-solving through case studies and simulations.**

**Students will be able to integrate coaching and mentoring approaches into their leadership practice to strengthen interpersonal relationships and enhance organizational effectiveness.**

Course Prefix: **OGLE**

Course Number: **5673**

Course Title: **Leading Organizational Change**

Prerequisite(s): **none**

Description: **Examine models for planned change, explore a system approach to organizational transformation, and analyze the roles of leaders as change agents. Emphasis is placed on strategies for guiding teams, fostering innovation, and sustaining effective change across varied organizational contexts.**

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

Type of Course: **Lecture**

Course Objectives:

**By end of the course, students will be able to evaluate major models of planned change and apply a systems approach to diagnosing and guiding organizational transformation.**

**By the end of the course, students will be able to analyze the roles and responsibilities of leaders as change agents by examining strategies that foster innovation, team alignment, and organizational adaptability.**

Course Prefix: **OGLE**

Course Number: **5703**

Course Title: **Leadership Foundations**

Prerequisite(s): **none**

Description: **Provides students with opportunities to assess and develop their values, behaviors, and leadership skills within professional contexts. Emphasis is placed on self-awareness, personal growth, and strategies for leading others effectively.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Students will be able to assess their leadership values, behaviors, and skillsets through structured self-assessment tools, feedback, and professional reflection activities.**
2. **Students will be able to demonstrate increased self-awareness and personal growth by identifying strengths, areas of improvement, and strategies for ongoing leadership development.**
3. **Students will be able to apply effective leadership strategies in professional contexts by integrating personal insights with theories and best practices for leading others using case studies and other applied contexts.**

Course Prefix: **OGLE**

Course Number: **5743**

Course Title: **Organizational Theory and Practices**

Prerequisite(s): **none**

Description: **Examines the principles and practices of leadership in organizational settings, with emphasis on guiding teams, shaping culture, and supporting workforce development. Students will explore how leadership strategies influence the design, delivery, and evaluation of organizational initiatives, including the integration of technology and evidence-based practices.**

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

Type of Course: **Lecture**

Course Objectives:

**Students will be able to analyze leadership principles and practices in organizational settings, with particular attention to guiding teams, shaping organizational culture, and fostering workforce development.**

**Students will be able to evaluate how leadership strategies influence the design, delivery, and assessment of organizational initiatives, including the integration of technology and evidence-based practices.**

**Student will be able to apply leadership frameworks to real world contexts by developing strategies that strengthen team effectiveness, promote positive culture, and support sustainable organizational growth.**

Course Inventory/Catalog Changes—HRD

42. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective Fall 2026

*The changes are being made in response to the 10-year external review. The Practicum classes have been hindering those students who work full-time and cannot attend classes. These courses have been changed to Capstone. The program is also aligning the catalog with MSU by removing mission statements and replacing them with purpose statements.*

**Human Resource Development, MA**

Gordon T. and Ellen West College of Education and Professional Studies

~~Mission Statement: The Master of Arts with a major in human resource development, which requires 30 semester hours, prepares individuals to work in business, industry, or government in employee assistance, training, or employee development programs. Upon completion of this degree students will have the foundation to impart knowledge, change attitudes, and increase skills.~~

**Purpose Statement: The Master of Arts in Human Resource Development prepares professionals to enhance organizational performance through employee learning, fostering leadership, talent advancement, performance improvement, and strategic human resource initiatives.**

Human Resource Development **Major** Requirements **for both degree options - 24 hours:**

~~COUN 5223—Career Development Counseling~~

~~COUN 5333—Employee Assistance Issues~~

COUN 5373 - Human Resource Development Ethical Issues **-3**

~~COUN 5413 - Professional Orientation for Human Resource Development~~ **Introduction to Human Resources**

COUN 6073 - Communication Skills for Human Resource Development **-3**

EDUC 5053 - Introduction to Research **-3**

EDUC 5513 - Introduction to Training and Development **-3**

EDUC 5523 - Trends and Issues in Training and Human Resource Development **-3**

EDUC 5533 - Instructional Strategies for Adult Learners **-3**

~~EDUC 5583 –Graduate Internship in Training and Development~~ **Human Resource Development Capstone Portfolio - 3**

**Degree Option 1: MA-Human Resource Development**

**Additional Degree Requirements: Students must take all of the above Human Resource Development 24 hours of Major Requirements and the following 6 hours:**

**COUN 5333 - Employee Assistance Issues - 3**

**COUN 5543- Succession Planning for Human Resource Development - 3**

Human Resource Development with a concentration

**Degree Option 2: MA-Human Resource Development with a Concentration in Training and Development**

**Additional Degree Requirements: Students must take all of the above Human Resource Development 24 hours of Major Requirements and 6 hours from the following:**

~~COUN 5373— Human Resource Development Ethical Issues~~

~~COUN 5413— Professional Orientation for Human Resource Development~~

~~COUN 6073— Communication Skills for Human Resource Development~~

~~EDUC 5053— Introduction to Research~~

~~EDUC 5513— Introduction to Training and Development~~

~~EDUC 5523— Trends and Issues in Training and Human Resource Development~~

~~EDUC 5533— Instructional Strategies for Adult Learners~~

~~EDUC 5583— Graduate Internship in Training and Development~~

6 hours technology from:

IDT 5103 - Digital Literacies: Navigate, Evaluate, and Create **-3**

IDT 5123 - Instructional Technology Design **-3**

IDT 5133 - Technology Integration **-3**

IDT 5143 - Multimedia Development I **-3**

IDT 5173 - Multimedia Development II **-3**

43. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Course Prefix: **COUN**

Course Number: **5543**

Course Title: **Succession Planning for Human Resource Development**

Prerequisite(s): **none**

Description: **This course examines strategic succession planning in Human Resource Development, with emphasis on talent identification, leadership development, and continuity planning for organizational sustainability.**

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

Type of Course: **Lecture**

Course Objectives:

1. **Analyze succession planning frameworks and their strategic role in organizational sustainability.**
2. **Evaluate talent assessment methods for identifying high-potential employees and leadership candidates.**
3. **Design succession plans aligned with organizational goals, workforce landscape, and future needs.**
4. **Apply HRD theories to develop leadership pipelines and career development strategies.**
5. **Assess organizational readiness for succession through gap analysis and workforce planning tools.**
6. **Communicate succession strategies effectively to stakeholders through written and oral formats.**

Course Prefix: COUN

Course Number: 5413

Course Title: Professional Orientation for Human Resource Development **Introduction to Human Resources**

Prerequisite(s): none

Description: This course will provide students with the understanding of professional functioning, foundation, collaboration, consultation, and leadership. **This course will provide students with introductory understanding of human resource development, foundations, collaboration, consultation, and leadership.**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

1. **To gain a more in-depth understanding of a particular aspect of human resources.**
2. **To understand the legislative and regulatory environment within which companies operate in respect to employment.**
3. **To understand how the policies and practices in the area of concentration can impact the business strategy of an organization.**
4. **To better understand how the academic knowledge of the area of concentration translates in the practical world of business.**
5. **To understand the potential impact of the policies and practices in the area of concentration on employee morale and engagement.**

Course Prefix: EDUC

Course Number: 5583

Course Title: ~~Graduate Internship in Training and Development~~ **Human Resource Development Capstone Portfolio**

Prerequisite(s): none

Description: ~~Designed as the culminating experience in the Training and Development program; provides 50 clock hours of training experience under the supervision of experienced personnel. May be repeated for credit with approval of graduate committee chair.~~ **Designed as the culminating experience in the Human Resource Development Program; The capstone course integrates human resource development theory, casework, communication, and applied experience into a professional portfolio showcasing program deliverables and career-ready competencies.**

Lec/Lab Hrs: 3(3-0)

Type of Course: Lecture

Course Objectives:

- ~~1. Reason, synthesize knowledge, and/or evaluate sources of information necessary to problem solve a work-related, personal, or academic issue (problem-solving activity)~~
- ~~2. Examine experiences in, and observations of, the internship and share and reflect on those insights (reflective Journal)~~
- ~~3. Reflect and communicate ideas using clear, succinct, and correct written language (case study research)~~
- ~~4. Consider and draw conclusions about new knowledge, strengths, and skills related to career decisions and future professional plans (five strengths, career search, mentor interviews)~~
- ~~5. Examine and reflect on the internship's organizational culture, communication systems, and leadership; styles of teamwork, supervision, and professionalism, and career/occupational preferences in the workplace (description of internship site, mentor interviews, evaluations)~~

- 1. Apply HRD theory to analyze organizational challenges and propose evidence-based solutions.**
- 2. Demonstrate strategic thinking through case study evaluation and simulation-based decision-making.**
- 3. Communicate professionally via written reports, oral presentations, and portfolio documentation.**
- 4. Integrate academic learning with practical HR experience to address real-world scenarios.**
- 5. Showcase program deliverables that reflect growth, skill development, and applied competencies.**
- 6. Construct a career-ready portfolio that highlights achievements, projects, and HRD expertise.**
- 7. Collaborate effectively in team-based activities to solve HRD problems and share insights.**
- 8. Reflect on personal development and articulate readiness for professional HR roles.**

## Course Inventory/ Catalog Changes—CLMH

44. Dr. Ziegler submitted the following graduate items for approval. Ms. Gose seconded the motion and the items were approved.

Effective Fall 2026

*EDUC 5100 is being added to meet the TEA requirements of what students need to do to complete before they graduate. Catalog changes involved aligning the catalog with the MSU language.*

### **Clinical Mental Health, MA**

Clinical Mental Health, with a concentration in School Counseling, M.A.

Mission Statement: The mission of the Clinical Mental Health with a concentration in School Counseling faculty is to equip the counselor with the knowledge and skills necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities. The graduate program concentration in school counseling prepares students to be **Texas** public school counselors and requires ~~60~~ **65** semester hours. Students are required to pass a comprehensive exam as a program completion requirement. Texas **certified school** counselor certification requires completion of an approved master's degree, ~~two years of teaching experience,~~ and a passing score on the state mandated examination, the TExES **exam** test and a practicum in a **Texas** school setting.

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

For Clinical Mental Health MA students, 12 hours each Fall and Spring is considered full time.

For ~~C~~ **combined** summer sessions, 12 hours is considered full time.

The Clinical Mental Health track is ~~60~~ **62** hours and the Clinical Mental Health with **a** concentration **in** School Counseling track is ~~63~~ **65** credit hours. Both tracks are fully online and digitally delivered, **including two in-person intensives.**

Students must receive a B or better within **COUN 5283 – Counseling Microskills**, COUN 5813 - Practicum for School Counseling, COUN 6043 - Graduate Internship I, and COUN 6053 - Graduate Internship II.

Clinical Mental Health with a concentration in School Counseling Requirements:

**EDUC 5100 – Advanced Programs Orientation and Foundational Concepts**

COUN 5103 - Professional Orientation and Ethics

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~~ **Counseling Microskills**

COUN 5303 - Advanced Ethics and Issues in Counseling

COUN 5323 - Marriage and Family Counseling

COUN 5363 - Multicultural Counseling

COUN 5403 - Introduction to School Counseling

COUN 5503 - Counseling Research and Program Evaluation

COUN 5603 - Psychopharmacology

COUN 5803 - Substance Abuse Counseling

COUN 5813 - Practicum for School Counseling

COUN 6023 - Counseling Individual Children

COUN 6043 - Graduate Internship I

COUN 6053 - Graduate Internship II

SPED 5013 - Exceptional Individuals

Gunn College of Health Sciences and Human Services

45. Dr. Ziegler submitted the following graduate items for approval. Dr. Forrester seconded the motion and the items were approved.

Catalog Changes—MACJ

Effective Fall 2026

*The program is removing of the GRE requirement, lowering the required GPA for entrance from 3.25 to 3.00, and reducing the required program hours from 36 to 30.*

**Criminal Justice, MA**

Nathan R. Moran

Chair, Criminal Justice Department

Laura Fidelie **Attapol Kuanliang**

Graduate Coordinator

Graduate Faculty: Atkins, Fidelie, Kuanliang, Moran

The Master of Arts in Criminal Justice

Criminal Justice is a discipline that encompasses the preservation and protection of social order in a free society. It includes such principles as democracy, rule of law, constitutionalism, civil liberties, and the safeguarding of citizens against intimidation and oppression. The Criminal Justice curriculum, which is based on the University's liberal arts core, is designed to prepare students for higher education or entering careers in criminal justice. Graduates are expected to continue their personal and professional development in a variety of practical settings. To achieve this mission, four dimensions of development serve as a basis for the curriculum.

(1) Knowledge, Reasoning, Judgment: The Criminal Justice curriculum provides students the opportunity and assistance to acquire knowledge of the roles of policing, courts, laws, corrections, and international affairs as they contribute to social order. Students will gain knowledge of the history, concepts, and critical issues in these areas through criminal justice required courses. The curriculum further provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific methods, as it applies to criminal justice. This combination is expected to sharpen the students' reasoning and judgment - qualities imperative to rational functioning in the discipline.

(2) Ability, Skills, Integration: The Criminal Justice curriculum provides students with the ability to achieve the professional goals of criminal justice. Students will learn how to prudently integrate knowledge and practice in criminal justice. Furthermore, the curriculum provides students with an opportunity to develop the individual and group skills necessary to meet various role expectations.

(3) Conduct, Professionalism, Ethics: The Criminal Justice curriculum will provide graduates with an appreciation for the complexity and dilemmas associated with the criminal justice profession. Criminal Justice students will be exposed to the moral and ethical dimensions of the various careers within the discipline and will be charged with the essential aptitudes necessary for their professional conduct.

(4) Vision, Change, Adaptation: The Criminal Justice curriculum will provide students with an understanding of the discipline as it currently exists and as it is envisioned in the future. The Criminal Justice student will be able to apply vision in the face of change and to respond to the evolving nature of criminal justice and society. Furthermore, students will be equipped with the tools of adaptation for making these changes.

### Goals and Objectives

The Master of Arts in Criminal Justice is designed to prepare graduate students in conducting research and actively participating in the development of knowledge in the areas of criminological theory, crime control, and correctional and police administration. The curriculum is broad enough to satisfy these various interests. Students who are planning careers in law enforcement, corrections or rehabilitation, or who wish for a deeper understanding of crime and the criminal justice system should confer with the Graduate Program Advisor to develop a combination of elective courses which will support their particular career interests.

### Admission Requirements

Admission to the Master of Arts program in Criminal Justice is based on:

- 1. Bachelor's degree from a regionally accredited institution.**
- 2. Cumulative undergraduate GPA of at least 3.0**
- 3. Application to the McAda Graduate School**

~~the CRJU Admissions Committee's assessment of the applicant's scores on the Graduate Record Examination, the undergraduate academic record, and letters of recommendation from undergraduate professors. In some instances a personal interview will also be requested. Admission considerations include the following: (1) that the applicant has, or will soon have, an undergraduate degree from an accredited institution in an allied field; (2) official transcripts of all academic work previously undertaken; (3) at least two letters of recommendation from undergraduate professors; (5) a personal essay of the applicant's career goals and aspirations; and (6) international students are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required. A holistic review of each student's application will be completed on a competitive basis.~~

### Direct Path Admission

Students graduating from Midwestern State University with an **any** undergraduate degree ~~in one of the following areas,~~ and having an undergraduate GPA of ~~3.25~~ **3.00** or greater, shall be automatically admitted into the Master of Arts in Criminal Justice Program (upon application to **the McAda Graduate School**) ~~University and the Department~~:

~~Criminal Justice, Bachelor's of Applied Arts and Sciences, Sociology, Social Work, Political Science, Psychology.~~

### **Application for Re-Admittance**

The department does recognize that in rare cases, situations may arise which result in course grades that may cause a student to be administratively dismissed from the program. In those

cases, a student may apply to the department's academic review committee for re-admission after he or she has been officially dismissed from the program. The student must submit a letter requesting readmission with supporting documentation of ability to perform satisfactory academic work. Approval of the request will be based upon the student's written essay in his or her original application, the trend of undergraduate and graduate grades, professional work experience, letter of request, and consideration of letters of recommendation. Approval of a re-admission request moves the student to conditional status with attendant requirements, which shall be evaluated based on a time schedule established by the department's academic review committee.

### **Requirements for Academic Good Standing**

Any student who receives two grades of C or D, or a combination of C and D, or receives one grade of F will be administratively removed from the program. MACJ courses in which the student earns a grade of C or lower, may be repeated one time for a higher grade, ~~with the approval of the Chair of the Department, in consultation with the Graduate Coordinator.~~ A 3.0 overall grade point average is required for graduation, ~~and students must have a grade of B or better in all courses in the major.~~

### **Admission to Candidacy**

Admission to Candidacy occurs when the student completes all course requirements.

### **Degree Requirements**

The Master of Arts degree in Criminal Justice is a 36-hour degree which does not include a thesis. No minor is required.

### **Degree Requirements**

The Master of Arts degree in Criminal Justice is a ~~36-hour~~ **30-hour** degree which does not include a thesis. No minor is required.

### **Required Courses - 24 hours**

- CRJU 5313 - Critical Analysis of Justice Administration
- CRJU 5323 - Perspectives in Criminology
- CRJU 5353 - Global Terrorism
- CRJU 5383 - Survey of Research Methods
- CRJU 5393 - Legal Aspects of the Criminal Justice System
- CRJU 6313 - Comparative and International Criminal Justice
- CRJU 6353 - Police in Society
- CRJU 6433 - The Ethics of Criminal Justice Elective Courses - ~~12~~ **6** hours

Choose four courses from any 5000/6000 level graduate courses in Criminal Justice.

**Adjournment:**

Dr. Brown Marsden asked for a motion to adjourn. Dr. Ziegler made a motion and Ms. Gose seconded. There being no other business, the meeting was adjourned at 3:09 p.m.

Respectfully submitted,

Melissa Boerma

Assistant to the Provost and Vice President for Academic Affairs