

Academic Affairs Midwestern State University

The Academic Council met Wednesday, February 20, 2013, in the Clark Student Center Kiowa Room. Voting members in attendance were:

Dr. Matthew Capps, Dean, West College of Education
 Dr. Ron Fischli, Dean, Lamar D. Fain College of Fine Arts
 Dr. James Johnston, Interim Dean, College of Health Sciences and Human Services
 Dr. Lynn Little, Dean, College of Science and Mathematics
 Dr. Terry Patton, Dean, Dillard College of Business Administration
 Dr. Jane Owen, Interim Dean, Graduate School
 Dr. Kathleen Roberts, Faculty Senate Vice President
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Voting members not in attendance:

Ms. Melody Coffee, Student Government Association Vice-President

Other attendees:

Dr. Jacqueline Dunn, Assistant Professor of Physics
 Ms. Reagan Foster, Staff Senate Representative
 Ms. Darla English, Registrar
 Dr. Keith Lamb, Vice President for Student Affairs and Enrollment Management
 Ms. Barbara Merkle, Director of Admissions
 Mr. Matthew Park, Associate Vice President for Student Affairs
 Dr. Larry Williams, Director, International Programs

Dr. Betty Hill Stewart, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:00 p.m.

Approval of Minutes

Dr. Stewart called for a motion to approve the January minutes of the Academic Council meeting. *Dr. Little made a motion that the minutes be adopted; Dr. Johnston seconded and the motion was unanimously adopted. (closed)*

Old Business

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

New Business

1. Dr. Lamb presented a policy for adoption on Special Talent Admission. A motion was made to adopt the policy; *Dr. Capps seconded and discussion ensued. After the issue was discussed, a vote was taken for adoption of the policy. By a majority vote, the policy was not adopted (6 no/1 aye/1 abstain). (closed)*

Non-academic scholarships are offered to students with special talents (skills in athletics, performance arts, etc.), yet not all are able to meet MSU's admission standards. The

policy would assist in streamlining the process for special talent students to help them meet uniform admission standards.

Upon discussion, deans noted that the policy was not written for approval by the Academic Council but should be presented for approval to the area primarily responsible for awarding the scholarships, specifically Athletics.

2. Ms. English presented a proposal that would meet SACS requirements to include guidelines that define a semester credit hour for courses in a fashion consistent with expectations of the of the U.S. Department of Education as well as the Texas Administrative Code. A motion was made to refer the guidelines to the academic deans for review and then send the proposal to the Council for an electronic vote; *Dr. Capps seconded and the motion was adopted.*

On May 21, an electronic vote was requested of the voting members of the Academic Council to adopt the following guidelines. By unanimous consent, the motion was adopted.

4.9 Response

The Off-Site Committee cited the University for not having its own policy and procedure for defining a credit hour and for not having a broad enough definition to cover different types of courses. In response to this, Midwestern State University (MSU) developed its own policy for the definition of a credit hour that complies with and expands on the guideline set forth in the Texas Administrative Code (Title 19, Rule 4.6) and federal regulations (CFR Title 34, Part 600.2)

Midwestern State University Credit Hour Definition

Federal Definition of Credit Hour

The Code of Federal Regulations (CFR Title 34, Part 600.2) defines a credit hour as “Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.“

Texas Administrative Code

Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.6

(a) Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.

(b) Every college course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection. To ensure the quality of student learning, institutions should not allow students to carry more courses in any term (that is, regular or shortened semester), which would allow them to earn more than one semester credit hour per week over the course of the term. For example, in a five and a half week summer term, students should not generally be allowed to enroll for more than six semester credit hours.

(c) Institutions should have a formal written policy for addressing any exceptions to subsection (b) of this section.

(d) Courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester.

Semester Credit Hour Guidelines

In keeping with both federal and state standards in setting the minimum requirements for a semester credit hour, MSU utilizes the following guidelines to set minimum work requirements for semester credit hours based on different course and instruction types.

Lecture or Seminars:

Normally, one semester credit hour is associated with a class meeting for 50 minutes of lecture instruction per week for an entire 15 week semester (or the equivalent 750 semester-minutes). Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Distance Education and Hybrid Courses

Distance Education and Hybrid courses will be based on the concept that one semester credit hour is granted for 50 minutes per week for 15 weeks as required for traditional classes. Departments and colleges ensure that time spent in the online component would equate to the contact hour requirements for the semester credit hour value of the course in a traditional face-to-face setting. Distance learning can be composed of both synchronous and asynchronous instructional modalities. Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Combined Lecture/Lab or Studio

In courses that contain both a lecture and lab component 2-4 semester credit hours are assigned to the course. Typically that breaks down to 50-150 minutes of lecture per week and 50-200 minutes of laboratory or studio instruction per week for 15 weeks. Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Clinical

Clinical hours predominately fall in the Health Sciences and Human Services disciplines and may include seminars and conferences, but the primary learning activity is by supervised “hands-on” experience in a clinical setting. Clinical contact hours are determined by program accreditation bodies and the following provides a range inclusive of all relevant accrediting agencies. For undergraduate clinical courses one semester

credit hour is associated with 2-13 contact hours per week for 15 weeks (120-780 minutes per week). For graduate clinical courses one semester credit hour is associated with 4 to 6 contact hours per week for 15 weeks (240-360 minutes per week). Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Laboratory

One semester credit hour is associated with a laboratory class meeting for 50-150 minutes per week for a 15 week semester. Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Studio

One hundred minutes of studio instruction per week equals one semester credit hour in a 15 week semester. Equivalent contact time is required in summer semesters or scheduling formats of varying lengths.

Independent Study, Research, and Student Teaching

Semester credit hours associated with these types of instruction will be assigned depending upon the amount of activity associated with the course, faculty supervision, and student outside work activity. Departments and colleges are responsible for ensuring that course credit meets the minimum contact hour standard set by federal, state, and MSU policy. Student teaching receives 6 semester credit hours for course work but requires contact hours equivalent to full-time teaching for a minimum of 12 weeks.

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

Mass Communication

Change of Course Number, effective Fall 2014

From: MCOM 3523. The Internet and Society

To: MCOM **2523**. The Internet and Society

Change of Course Number and Course Prerequisite, effective Fall 2014

From: MCOM 4323. Web Site Design

Prerequisite(s):

To: MCOM **2833**. Web Site Design

Prerequisite(s): **None**

Justification: We wish to lower the numbers on both courses from upper-level to 2--- numbers. For Web Site Design, we are also asking to remove the prerequisites. The reason for all the changes is that we are seeking to qualify these courses for inclusion in the new Academic Core to be implemented in 2014. Therefore, we wish the changes to take effect at the beginning of the Fall 2014 semester.

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

History

New Course Additions, effective Fall 2013

HIST 3113. American Indian History

Prerequisite(s): Six hours of history or consent of chair.

Description: A survey of American Indian history that considers early migrations through European contact, relocation, acculturation, termination, self-determination, and the civil rights movement of the 20th century.

Lecture 3

Dual Listed with HIST 5113

Course Objectives: Upon successful completion of this course, students should be able to:

1. Identify and critique major themes in the indigenous history of North America with a focus on cultures, chronological periods, regions, and trends in such history.
2. Understand and appreciate the history of the indigenous peoples of North America and how aboriginal cultures influenced historical events and continue to influence contemporary events.
3. Understand and identify major elements of the historiography and methodology of American Indian history.
4. Demonstrate knowledge of the origins and evolution of cultural, social, political, and religious institutions and practices of Americans Indians.
5. Identify and demonstrate knowledge of the political, social, and cultural implications of the several eras of American Indian history
6. Understand and be able to cogently discuss the rich heritage, major trends, and relevant themes in Native American history.

HIST 4063. Twentieth Century American West

Prerequisite(s): Six hours of history or consent of chair

Description: An examination of the history and development of the trans-Mississippi West from approximately 1890 to the present. The course will consider major themes such as native and immigrant peoples, rural vs. urban politics, economic growth and development, the environment, regionalism, and the West in popular culture.

Lecture 3

Dual Listed with HIST 5063.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Identify and critique major themes in American West history, including frontier theory, economic conquest, cultural conflict, and the role of the U.S. government in the development of the West.
2. Understand and appreciate the history of the several existing cultures in the American West and how such cultures influenced historical events and continue to influence contemporary events.
3. Understand and identify major elements of the historiography and methodology of frontier theory and New Western history.
4. Demonstrate knowledge of the diverse cultures, environments, and ideologies that defined the several regions of the twentieth century west.

5. Demonstrate knowledge of the origins and evolution of American West institutions, political ideology, economic systems, and Wild West mythology.
6. Understand and be able to cogently discuss the major trends and themes in the history of the twentieth century American West.

5. Dr. Little requested that the following request for undergraduate course and catalog changes in Biology be removed from the agenda as they were previously approved in October 2012. (closed)

Biology

Change of Course Prerequisite, effective Fall 2013

BIOL 3054. Principles of Biology I

From: BIOL 1144 and 1544; one year general chemistry or concurrent enrollment

To: BIOL 1144 and 1544; CHEM 1243 or concurrent enrollment

BIOL 3064. Principles of Biology II

From: BIOL 3054

To: BIOL 3054 with a grade of C or better

BIOL 3334. Genetics

From: BIOL 3054

To: BIOL 3054 and 3064

6. Dr. Little made a motion to adopt the following undergraduate course and catalog changes in Computer Science; *Dr. Owen seconded and the motion was adopted (closed)*.

Computer Science

Change in Minor, effective Spring 2013

Current Undergraduate Catalog, 2012 - 2014

Minor in Computer Science – 26 hours

The requirements for a minor in Computer Science are Computer Science 1044, 1063, 2084, 2143, 2433, 3013, 6 hours of computer science electives (3 advanced).

Proposed Change

Minor in Computer Science – **22 hours**

The requirements for a minor in Computer Science are Computer Science 1044, 1063, 2143, 2433, 3013, 6 hours of computer science electives (3 advanced).

Justification: The number of hours in the current minor is much larger than the university required 18 hours and is inconsistent with the number of hours required for most other minors on campus.

7. Dr. Little made a motion to adopt the following undergraduate course and catalog changes in Computer Science; *Dr. Fischli seconded and the motion was adopted (closed)*.

Deletion of Courses, effective Summer 2013

CMPS 1053. Computer Science II

CMPS 1063 will be considered equivalent for substitution for deleted CMPS 1053

CMPS 2133. Data Structures

CMPS 2433 will be equivalent substitute for deleted course CMPS 2133

8. Dr. Little made a motion to adopt the following undergraduate course and catalog changes in Physics; *Dr. Patton seconded and the motion was adopted (closed).*

Physics

The proposed course changes for the Physics Program are being requested in order to bring the MSU course offerings in line with the Texas Physics Consortium (TPC). Once approved, these classes will then be used to prepare a degree plan for a B. S. Physics Major under the TPC. Approval of a degree plan is the last step required of us to become a member of the TPC. The Texas Higher Education Coordinating Board will be ruling on whether or not to accept the TPC plan to offer the Physics Degree for all of the consortium members in April. If we miss this opportunity to join the consortium, it will be some time before we will be able to independently request approval of a physics degree at MSU.

Change of Course Titles and Course Descriptions, effective Fall 2013

From: **PHYS 3313. Mechanics**

A mathematical treatment of classical mechanics. Topics include vector analysis, electrostatics, methods for solving Laplace's and Poisson's Equations, electric and magnetic fields in matter, and electrodynamics.

To: **PHYS 3313. Mechanics I**

A mathematical treatment of the fundamentals of classical mechanics. Topics include particle dynamics in one, two, and three dimensions; conservation laws; dynamics of a system of particles; motion of rigid bodies; central force problems; accelerating coordinate systems; gravitation; Lagrange's equations and Hamilton's equations.

From: **PHYS 3323. Electromagnetic Field Theory I**

A mathematical treatment of classical electromagnetic theory. Topics include vector analysis, electrostatics, methods for solving Laplace's and Poisson's Equations, electric and magnetic fields in matter, and electrodynamics

To: **PHYS 3323. Electromagnetic Field Theory**

A mathematical treatment of the fundamentals of electromagnetic theory. Topics include electrostatics, Laplace's Equation; the theory of dielectrics; magneto statics; electromagnetic induction; magnetic fields of currents; Maxwell's equations.

From: **PHYS 4303. Mathematical Methods of Physics**

A course presenting mathematical techniques used in physics and engineering. Topics include infinite series, integral transforms, complex variables, matrices and tensors, special functions, partial differential equations, Green's functions.

To: **PHYS 4303. Mathematical Methods for Physicists and Engineers**
 Mathematical techniques from the following areas: infinite series; integral transforming; applications of complex variables; vectors, matrices, and tensors; special functions; partial differential equations; Green's functions; perturbation theory; integral equations; calculus of variations; and groups and group representatives.

New Course Additions, effective Fall 2013

PHYS 4373. Nuclear Physics

Prerequisite: PHYS 3343

Description: The study of nuclear phenomena and properties including mass, stability, magnetic moment, radioactive decay processes and nuclear reactions. The application of nuclear principles to other fields such as astronomy, engineering, manufacturing, and medicine.

Lecture 3(3-0)

Course Objectives:

1. Be able to describe experimental setups and results concerning the existence and basic properties of the nucleus including size, density, magnetic moment, etc.
2. Be able to describe experimental evidence which contradicted the possible existence of electrons in the nucleus.
3. Be able to apply nuclear models including liquid drop, Fermi gas, and shell model to solve problems including the calculation of nuclear binding energy, nuclear stability, and the spins and parities of nuclear ground states.
4. Be able to apply nuclear energy level diagrams to solve problems involving alpha, gamma, and isobaric decay.
5. Be able to apply nuclear reaction models and energy level diagrams to make simple nuclear reaction calculations including determining Q-values, threshold energies, and resonance energies.
6. Be able to describe the various accelerator systems and their subcomponents including ion sources, vacuum pumps, optics, and analyzing magnets and contrast the accelerator system's potential applications.
7. Be able to describe various particle and photon detectors and contrast their characteristics (efficiency, cost, resolution, etc.).
8. Be able to list the various parts of a pulse height analysis system for both time and energy analysis and be able to describe the function of each component.
9. Be able to calculate the attenuation of photons for various shielding materials and thicknesses using either tabulated data or computer simulation software.
10. Be able to calculate the energy loss and straggling for a charged particle interacting with matter using either tabulated data or computer simulation software.
11. Be able to describe the application of nuclear physics principles and instrumentation to other fields such as astrophysics, nuclear engineering, materials characterization, and medicine.
12. Be able to apply nuclear physics concepts including elastic scattering and energy loss to determine the composition and thickness of thin films.
13. Be able to describe the primary effects of ionizing radiation on biological tissues and be able to answer questions involving radiation safety.

14. Be able to summarize the theoretical Rutherford scattering cross section's dependence upon the scattering angle, incident ion's energy and atomic number, and target atom's atomic number.
15. Be able to analyze problems involving radioactive decay including determining half-life, disintegration constant, and activity.

PHYS 4403. Physics Advanced Lab

Prerequisite: PHYS 3343

Description: A laboratory course focusing on advanced techniques and experiments drawn from the full range of physics classes. The student will understand the role of experimental design, advanced data analysis and reduction, error analysis, and the use of computers while investigating physical phenomena.

Lab 3(1-4)

Course Objectives:

1. Communicate physics topics to others effectively orally and in writing.
2. Demonstrate effective research skills.
3. Display critical thinking skills in applying knowledge to realistic problems and situations.

PHYS 4611. Physics Research Seminar

Prerequisite: PHYS 3343

Description: Literature survey and preparation for, and initiation of, a research project agreed to between the student and faculty advisor, to be completed and reported on in the Research Seminar course.

Lab 1(1-2)

Course Objectives:

1. Become conversant with important forefront areas of physics research or physics education research.
2. Develop professional social skills by which to identify, articulate, and communicate particular research topics of interest.
3. Master literature survey skills by which to better understand the issues impacting the chosen research topic.
4. Develop scientific assessment skills by which to gauge the complexity of the chosen problem and the level of effort required to solve it, including identifying an adequate collaboration group.
5. Design a scaled down experiment to determine the feasibility of a full scale research study to be completed by the expected date.

PHYS 4621. Physics Research Seminar

Prerequisite: PHYS 4611

Description: An experimental or theoretical project will be continued by the student and results reported in a seminar. Students who have not yet taken the ETS major field test in physics are required to do so while enrolled in Seminar.

Lab 1(1-2)

Course Objectives:

1. Communicate physics topics to others effectively orally and in writing.
2. Demonstrate effective research skills.

3. Use appropriate mathematical techniques in solving advanced physics problems.
4. Display critical thinking skills in applying knowledge to realistic problems and situations.
5. Demonstrate adequate core knowledge in physics topics: mechanics, thermodynamics, electromagnetism, modern physics, and mathematical methods.

PHYS 4943. Advanced Physics Topics

Prerequisite: Permission of the Chair

Description: Elective course in an advanced topic of physics, which will vary.

Course Objectives:
(none provided)

9. Dr. Capps made a motion to adopt the following graduate course and catalog changes in Counseling; *Dr. Johnston seconded and the motion was adopted (closed).*

Counseling Catalog Changes effective Summer I, 2013
Under Counseling (page 79-80), 2012-2014 catalog

Admission Standards

1. An undergraduate degree from a regionally accredited college or university.
2. A minimum of 18 hours of courses in the behavioral sciences or approved equivalent.
4. A valid teaching certificate for admission to the Master of Education program in school counseling.
4. Admission to Candidacy (upon completion of 12 or more hours).

Upon receipt of a completed application for admission the Counseling Program Admission Committee will determine those applicants who will be admitted to the counseling program.

Admission Procedures for School Counseling and Counseling

1. **Program applications must be completed.**
2. **Three references must be provided prior to the admission decision.**
3. **No student will be allowed to enroll in any graduate counseling course unless he or she has applied for admission and has been accepted into the program.**

10. Dr. Capps requested the following agenda item be tabled until a later date.

Under Curriculum and Learning (page 93), 2012-2014 catalog
Effective for December 2013 graduates

The Master of Education degree with a major in curriculum and instruction is designed to develop professional skills and knowledge. The graduate program requires 36 semester hours and is a non-thesis program. Candidates are required to conduct an action research project and to write a formal report of that research to be approved by their graduate committee.

Comprehensive ~~Written Examination~~ **Oral Presentation**: All candidates must successfully complete a comprehensive ~~written examination~~ **oral presentation**. Candidates become eligible to take the comprehensive ~~written examination~~ **oral presentation** when they have completed all required course work successfully or during the semester in which they will complete their course work (with the approval of the student's graduate committee). Candidates must complete the ~~examination~~ **presentation** in the manner, on the date, and at the place specified by the college. Comprehensive ~~written examinations~~ **oral presentations** will be offered each April, August, and November. Candidates have two attempts to successfully complete the comprehensive ~~written exam~~ **oral presentation**.

~~The comprehensive written examination consists of 4 (essay) questions supplied by the candidate's graduate committee.~~ **The comprehensive oral presentation consists of 4 parts: Applied Research, EDUC 5633, EDUC 6013 and ETEC 5133.** These questions are drawn from the essential content of the candidate's degree program. Candidates are allowed ~~4~~ **2** hours to complete the ~~examination-~~ **presentation**. ~~Exams~~ **Presentations** will be reviewed by the candidate's graduate committee and marked as either pass or fail. In the event of a failed ~~exam~~ **presentation**, the candidate will receive detailed feedback and suggestions for improvement from the graduate committee.

11. Dr. Capps made a motion to adopt a realignment of the graduate departments in Education; *Dr. Little seconded and the motion was adopted (closed).*

Move the Departments of Educational Leadership and Technology to programs under the Department of Curriculum and Learning Development, effective Fall 2013.

Under Gordon T. and Ellen West College of Education (page 76), 2012-2014 catalog:

Michaëlle Kitchen
Chair, Counseling, Kinesiology, and Special Education Department

Vacant
Chair, Curriculum and Learning Department

~~Vacant~~
Chair, ~~Educational Leadership and Technology~~ Department

Under Educational Leadership and Technology (page 103), 2012-2014 catalog
~~EDUCATIONAL LEADERSHIP AND TECHNOLOGY~~

~~Vacant, Chair~~
~~Educational Leadership and Technology~~ Department

EDUCATIONAL LEADERSHIP
Program Coordinator, ~~Vacant~~ **Dr. Jane Owen**

Under Educational Leadership and Technology (page 105), 2012-2014 catalog

EDUCATIONAL TECHNOLOGY
Program Coordinator, ~~Vacant~~ Dr. Pam Whitehouse

Additional Information

- Dr. Patton announced that the Dillard College of Business Administration will be presenting a Streich Lecture on March 5. Featured guest speaker is Dr. Klaus Merforth, Vice President of Technology Transfer and International Relations, University of Applied Sciences, Erfurt, Germany.
- Ms. English reported that her office has started compliance with House Bill 3025 which requires placing holds on registration for students who have completed 45 semester credit hours but do not have a degree plan on file. Her office will be sending emails to faculty and students reminding them of the House Bill requirements.
- Dr. Fischli announced that Barry Douglas, award winning pianist from Ireland, will be performing this Thursday evening as part of the Akin Music Series. He invited everyone to attend. Tickets may be purchased at the Music Department in Fain or at the door.
- Dr. Fischli also announced that the Theatre Department will be performing “Sweeney Todd” in the Fain Fine Arts Theatre, February 28-March 3.
- Dr. Williams reported that International Programs is now accepting applications from students for the summer Spain and France Study Abroad programs.
- Dr. Capps announced that his college is working with the University of North Texas to offer a Masters Degree in Educational Leadership.
- Ms. Merkle reported that the recent Mustangs Rally had 468 parents and 391 students in attendance, the largest group ever.
- Dr. Johnston reported that the Dental Hygiene Department offered free dental cleanings and x-rays to veterans today during the second Stand Down Clinic. Over 60 appointments were booked and Channel 3 was on hand to provide coverage of the event.
- Dr. Owen reminded the council that the Scholarship Colloquium will be held April 19.
- Mr. Park reported that Student Affairs is still accepting applications for Student Ambassadors. Applications can be submitted to Cammie Dean.

Adjournment

There being no other business, the meeting was adjourned at 3:05 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost