

Academic Council Minutes

December 21, 2016

Midwestern State University

The Academic Council did not meet on Wednesday, December 21, 2016. Voting members of the Council voted electronically.

Voting members:

Dr. Marcy Brown Marsden, Dean, College of Science and Mathematics
 Dr. Martin Camacho, Dean, Lamar D. Fain College of Fine Arts
 Dr. Matthew Capps, Gordon T. & Ellen West College of Education
 Dr. Laura Fidelie, Faculty Senate Vice-Chair
 Dr. James Johnston, Dean, Robert D. & Carol Gunn College of Health Sciences
 and Human Services
 Dr. Terry Patton, Dean, Dillard College of Business Administration
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences
 Dr. Kathryn Zuckweiler, Dean of the Dr. Billie Doris McAda Graduate School

Note: students are on break during this time and no vote was required of Ms. Andrea Mendoza Lespron, Student Government Association Vice President

New Business

1. Voting members of the Council voted electronically to adopt the following undergraduate course and catalog changes in Athletic Training. (*closed*)

Change of Course Prerequisite, effective fall 2017

ATRN 2901. Athletic Training Clinical II
 Prerequisite(s): ~~ATRN 1073~~, ATRN 1211,
 Co-requisite(s): ATRN 2903

ATRN 2903. Therapeutic Modalities
 Prerequisite(s): ~~ATRN 1073~~; **ATRN 1211**,
 Co-requisite(s): ATRN 2901

Undergraduate Catalog Changes, effective fall 2017

ATRN 2901 - Athletic Training Clinical II
 1 (0-3)
 Prerequisite(s): ~~ATRN 1073~~, ATRN 1211. Co-requisite(s): ATRN 2903.
 Includes assigned clinical experiences as well as practical experiences in both laboratory and clinical application of therapeutic modalities. Topics include selection, implementation, and effectiveness of therapeutic modalities in the athletic training clinical setting.

ATRN 2903 - Therapeutic Modalities

3 (3-0)

(formerly 4803)

~~Prerequisite(s): ATRN 1073.~~ Co-requisite(s): ATRN 2901.

Investigation of the scientific principles underlying therapeutic modalities in athletic training. Includes discussion of selective modalities therapeutic purposes, indications, contraindications, and adverse effects.

2. Voting members of the Council voted electronically to adopt the following undergraduate course and catalog changes in Exercise Physiology. (*closed*)

Change of Course Number and Course Prerequisite, effective fall 2017

EXPH ~~1993.~~ **2993.** Biomechanics and Analysis of Human Movement

Prerequisite(s): **BIOL 1134, BIOL 1234**

Change of Course Prerequisite, effective fall 2017

EXPH 3003. Strength and Conditioning: Theory and Application

Prerequisite(s): EXPH ~~1993~~ **2993** and 2503

Undergraduate Catalog Changes, effective fall 2017

EXPH ~~1993~~ **2993-** Biomechanics and Analysis of Human Movement

3 (3-0)

Prerequisite(s): BIOL 1134, BIOL 1234

Mechanical, anatomical, and psychomotor analysis of human movement. Emphasis will be placed on structure and function of bone and muscle, statics, dynamics, kinematics, and kinetics. In addition, psychological and physiological characteristics that influence skill learning; behavioral changes related to the states of skill learning; the influence of various types of practice conditions and feedback on skill acquisition will be examined and related to the utilization of biomechanical, anatomical, and physiological data.

EXPH 3003 - Strength and Conditioning: Theory and Application

3 (3-0)

Prerequisite(s): EXPH ~~1993~~ **2993** and 2503.

A comprehensive theory and practice course designed to prepare the student to function as a sports/exercise science practitioner with the goal of improving human performance and function. The course includes a combination of theoretical discussion, analysis of pertinent research, and practical application addressing the design and implementation of strength and conditioning programs for individuals of various populations.

3. Voting members of the Council voted electronically to adopt the following graduate course and catalog changes in Education. (*closed*)

New Course Addition and Change of Course Title, effective spring 2017

Since COUN 5233 was previously made inactive beginning Fall 2010, it is being treated as a new course. The Registrar's Office wanted the previous title on the form so they would know the course number was being reused.

COUN 5233. ~~Developmental Guidance and Counseling~~

Comprehensive School Counseling Services

Description: The organization, implementation, and evaluation of developmental guidance programs in elementary and secondary schools.

3(1-4)

Course Objectives and/or additional information:

Design and implement a comprehensive, developmental school counseling program.

- **Demonstrate knowledge of national and state models for comprehensive developmental school programs.**
- **Develop, implement, and coordinate a school counseling curriculum that covers the major areas of developmental needs-personal, social, academic, and career.**
- **Develop a network of in school and community referral and consultation resources.**
- **Advocate for all students, the local counseling program and the counseling profession.**
- **Consult and collaborate with students, teachers, parents, administrator and others.**
- **Encourage cooperative relationships among and between the school, businesses, and members of the local community.**
- **Collaborate in identifying, obtaining, and disseminating appropriate educational and career resources.**
- **Help select and interpret student assessment data.**
- **Establish a counseling program philosophy that is in keeping with the school's mission statement.**
- **Perform and utilize program needs assessments and evaluations, as well as maintain an inventory of resources relevant to program planning and implementation.**

Catalog Change, effective spring 2017

http://catalog.mwsu.edu/preview_program.php?catoid=10&pooid=908&returnto=374

School Counseling, M.Ed.

Mission Statement: The graduate program in school counseling will equip the counselor with the knowledge and skill 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 in school counseling prepares students to be public school counselors and requires 60 semester hours. Students are required to pass a comprehensive exam as a program completion requirement. Texas 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 test and an internship in a school setting. Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Education in school counseling program or permission of the Counseling Program Coordinator.

Requirements:

- COUN 5103 - Professional Orientation
- COUN 5113 - Mediation and Conflict Resolution
- 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 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- COUN 5293 - Practicum in Counseling
- COUN 5303 - Ethics and Issues in Counseling
- COUN 5363 - Multicultural Counseling
- COUN 5403 - Introduction to School Counseling
- COUN 6013 - Human Relations
- COUN 6023 - Counseling Children
- COUN 6043 - Graduate Internship (6 hours)
- EDUC 5053 - Introduction to Educational Research
- COUN 5263 - Diagnosis and Treatment Planning
- or
- SPED 5013 - Exceptional Individuals

Plus ~~six (6)~~ **three (3)** semester hours from the following list:

- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5323 - Marriage and Family Counseling
- COUN 5343 - Introduction to Reality Therapy
- COUN 6953 - Special Graduate Topics in Counseling

Catalog Changes, effective fall 2017

http://catalog.mwsu.edu/preview_program.php?catoid=10&poid=909&returnto=374

Educational Leadership, M.Ed.

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

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

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

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

A probationary principalship certificate is available upon admission to the educational leadership program and a documented job offer. Candidates for this certificate must meet legal requirements. The certificate is valid one year at a time for up to 3 years. Students must enroll in EDLE 5793 to participate in a probationary internship the first semester and EDLE 5791 for each additional semester.

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

The 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 5673 - Leadership in School Change

Additional courses are:

EDLE 5583 - Curricular Supervision for School Leaders
 EDLE 5653 - Building School Communities for Diverse Learners
 EDLE 5663 - Community Politics and Public Relations
 EDLE 5683 - Instructional Improvement and Staff Development
 EDLE 5693 - Graduate Internship in Educational Leadership (Offered fall and spring only)

EDUC 5053 - Introduction to Educational Research
 EDUC 6753 - Applied Research

EDLE 5793 - Probationary Internship *
 EDLE 5791 - Probationary Internship II **

Note:

*Required for students holding a first year probationary certificate.

**Required continuation of Probationary Internship for students not yet enrolled in EDLE 5693.

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

This program will require 42 semester hours.

EDBE 5013 - History, Politics, and Law in Bilingual/ELL Education
 EDBE 5023 - Communication & Pedagogy in Bilingual Classrooms
 EDBE 5033 - Linguistic Foundations of First and Second Language Acquisition
 EDBE 5043 - Assessment in Bilingual/ELL Classrooms and Schools
 EDBE 5063 - Biliteracy in Bilingual Classrooms
 EDBE 6223 - Current Issues in Bilingual/ELL Education
 EDLE 5593 - Leadership and Communication Processes
 EDLE 5603 - Introduction to Leadership
 EDLE 5623 - School Law and Personnel
 EDLE 5643 - School Business Management
 EDLE 5673 - Leadership in School Change
 EDLE 5683 - Instructional Improvement and Staff Development
 EDLE 5693 - Graduate Internship in Educational Leadership
 EDUC 5053 – Introduction to Educational Research

Master of Education in with a major in **Educational Leadership** with a Concentration in Special Education.

This program will require 42 semester hours.

EDLE 5593 - Leadership and Communication Processes
 EDLE 5603 - Introduction to Leadership
 EDLE 5623 - School Law and Personnel
 EDLE 5643 - School Business Management
 EDLE 5673 - Leadership in School Change
 EDLE 5683 - Instructional Improvement and Staff Development
 EDLE 5693 - Graduate Internship in Educational Leadership
 EDUC 5053 - Introduction to Educational Research
 SPED 5613 - Foundations of Special Education
 SPED 6013 - Teaching Strategies for Affective Disorders
 SPED 6913 - Special Education Law
 SPED 6943 - Practicum in Special Education
 SPED 6953 - Special Graduate Topics in Special Education
 SPED 6963 - Foundations of Special Education Leadership

Master of Education with a major in Educational Leadership with a Concentration in Sports Administration.

This program will require 42 semester hours.

EDLE 5593 - Leadership and Communication Processes

EDLE 5603 - Introduction to Leadership

EDLE 5623 - School Law and Personnel

EDLE 5643 - School Business Management

EDLE 5673 - Leadership in School Change

EDLE 5683 - Instructional Improvement and Staff Development

EDLE 5693 - Graduate Internship in Educational Leadership

EDUC 5053 - Introduction to Educational Research

EDUC 6753 – Applied Research

SPAD 5033 – Ethics & Legal Issues in Sport Management

SPAD 5623 – Media & Community Relations in Sport

SPAD 5523 – Event & Facilities Management

SPAD 5513 – Managing Diversity in Sport Environments

SPAD 5723 - Sport Marketing & Finance

Other:

Office of the Registrar

- Information Item no vote required. The undergraduate and graduate catalogs will change to a one-year version effective spring 2017.

Justification: With a one year catalog, changes can always be effective by the next academic year, if all necessary approvals have been received beyond the MSU councils, such as Board of Regents, THECB, SACS, etc., if applicable. This will also assist with programming for degree audit for which there must be effective dates that line up with a fall term when changes to programs occur. The Registrar Office proposed always trying to keep one additional academic calendar proposed beyond the one year catalog for effective planning purposes.