

## Academic Council Minutes February 21, 2018 Midwestern State University

The Academic Council did not meet Wednesday, February 21, 2018. An agenda was distributed electronically to all members of the Academic Council.

### 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, Dean, Gordon T. and Ellen West College of Education  
 Dr. Laura Fidelie, Faculty Senate Vice-Chair  
 Dr. Jeff Killion, Interim Dean, Gunn College of Health Sciences and Human Services  
 Mr. Damien DeSilva, Student Government Association Vice President  
 Dr. Jeff Stambaugh, Interim Dean, Dillard College of Business Administration  
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences  
 Dr. Kathryn Zuckweiler, Dean, Dr. Billie Doris McAda Graduate School

### Non-voting members:

Dr. Kristen Garrison, Associate Vice President for Undergraduate Education and Assessment  
 Ms. Leah Hickman, Associate Director, Admissions  
 Ms. Darla English, Registrar  
 Dr. Clara Latham, University Librarian  
 Ms. Juliana Lehman-Felts, Assistant Director, Redwine Honors Program  
 Dr. Michael Mills, Director of International Education  
 Mr. Mario Ramirez, Staff Senate Representative  
 Ms. Jamie Wilson, Associate Registrar

### New Business

1. The following information was provided to the Academic Council for their information; *no vote required. (closed)*

2018-2019 Academic Calendar for Spring Break 2019

Note: The academic deans were presented with the following proposal on January 9, 2018. The proposal was approved by the Administrative Council on January 10, 2018.

Proposal: adopt the same spring break timeline as the Wichita Falls Independent School District for spring 2019.

The MSU Board of Regents approved the 2018-2019 academic calendar in August 2017. At that time, 2 possible options for spring break 2019 were proposed. The dates approved, March 11-16, 2019, were selected as this timeframe matched what the Wichita Falls ISD previously used. However, the WFISD has since selected March 18-22, 2019, as their spring break.

This proposal is to change our previously approved spring break 2019 from March 11-16 to March 18-22 to match the WFISD calendar. The drop deadline would remain the same; the Monday after spring break (March 25, 2019). In addition, the MSU holiday break identified for April 17, which falls near Easter, would still be three weeks after spring break.

2. The following information was provided to the Academic Council for their information; *no vote required. (closed)*

TSI section for the 2018-19 catalog:  
 #7 in list of TSI exemptions:

7. Students transferring to MSU from accredited private, **public**, or out-of-state institutions with specified courses completed with grades of “C” or better may use the course(s) to clear the respective section(s) of the Texas Success Initiative. For more information regarding these courses, students should check the TSI website at <http://mwsu.edu/registrar/success>.

Also, additions to this paragraph within the TSI section:

Non-Course Based Options (NCBO) **and co-requisite enrollment**: Institutions are required to provide to certain students an alternative to developmental education courses, **as well as expedited completion**. The MSU Mathematics and English departments have developed these options for students meeting certain criteria. Students interested should contact these departments, **or the professional academic counselor (advisor) in their colleges** to see if they are eligible.

FERPA section for the 2018-19 catalog based on administration changes:

Formal Review. The Provost will chair and appoint a committee to hear challenges concerning records of offices reporting to him or her. The Vice President ~~for Student Affairs and Enrollment Management~~ **for Student Affairs, and the Vice President for Enrollment Management will each chair and appoint a committee to hear challenges concerning records in their respective areas**. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education records. The student may be assisted by one or more individuals, including an attorney.

The Provost or **the appropriate** Vice President ~~for Student Affairs and Enrollment Management~~ will prepare a written decision based solely on the evidence presented at the hearing **for their respective areas**. The decision will include a summary of the evidence presented and the reasons for the decision. If the University’s decision is that the challenged information is not inaccurate, misleading, or in violation of the student’s right of privacy, the student will be notified that he has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

Excessive hours, Six Drop, and Three-peat areas of the 2018-19 catalog:

An additional sentence will be added to the respective areas related to SB 1782 as follows:

**In accordance with Senate Bill 1782 certain exceptions may apply for students who had 50 semester credit hours successfully completed at an institution of higher education before a 24 month break in enrollment.**

3. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the Dillard College of Business Administration. (closed)

Note: these changes are for the adoption of a Concentration in Agribusiness: Bachelor of Business Administration with a major in Economics **with a concentration in Agribusiness.**

#### Undergraduate Catalog Changes

##### Economics

Courses for Major in Economics - 27 semester hours

Required courses - 9 semester hours

- ECON 3323 - Intermediate Macroeconomics 3
- ECON 3333 - Intermediate Microeconomics 3
- LSBA 3243 - Commercial Law 3

Upper Level Economics Elective Courses - 18 semester hours

Six courses in upper-level economics electives. One course from each of four optional areas can be substituted for the upper-level economics electives. **Agribusiness (AGBU) concentration requires four AGBU courses including AGBU 4723, Agricultural Price Analysis.**

**AGBU options:**

- **AGBU 3723 – Natural Resource Economics 3**
- **AGBU 3783 – Applied Agribusiness Management 3**
- **AGBU 3923 – Applied Agricultural Marketing 3**
- **AGBU 4423 – Agricultural Policy 3**
- **AGBU 4643 – International Agricultural Trade 3**
- **AGBU 4723 – Agricultural Price Analysis 3**

*No changes until...*

### Management Information Systems

Courses for Major in Management Information Systems – 27 semester hours

- MIS 3113 - Business Programming Language 3
- MIS 3123 - Database Design and Management 3
- MIS 3303 - Networking and Telecommunications 3
- MIS 4153 - Business Analytics 3
- MIS 4163 - Business Systems Analysis and Design 3

Plus twelve hours selected from:

- MIS 3163 - Project Management 3
- MIS 3203 - Electronic Commerce 3
- MIS 4113 - Web Application Development 3
- **MIS 4173 – Advanced Excel 3**
- MIS 4323 - Business Network Design 3
- MIS 4333 - Advanced Database Design 3
- MIS 4663 - Special Topics in Management Information Systems 3
- MIS 4893 - Internship in Management Information Systems 3

*No changes until...*

Courses for Major in Marketing - 30 semester hours

- MKTG 3763 - Professional Selling 3
- MKTG 3823 - Consumer Behavior 3
- MKTG 3953 - Marketing Metrics 3
- MKTG 4143 - Marketing Research 3
- ~~MKTG 4643 - International Marketing 3 (if not taken in the Professional Business Core)~~
- MKTG 4753 - Marketing Strategy 3

~~Two~~ **Three** of the following courses:

~~(one of which must be MKTG 4203 or MKTG 4723)~~

- **MKTG 3743 – Digital and Social Media Marketing 3**
- MKTG 4203 - Promotion Management 3
- MKTG 4223 - Retailing 3
- ~~MKTG 4303 - Sales Management 3~~
- **MKTG 4643 – International Marketing 3**
- MKTG 4663 - Special Topics in Marketing 3
- MKTG 4723 - Services Marketing 3
- MKTG 4893 - Internship in Marketing 3
- MGMT 3783 - Entrepreneurship and Management of Small Enterprises 3
- MIS 3203 - Electronic Commerce 3

New Course Additions, effective fall 2018

### **AGBU 3783. Applied Agribusiness Management**

**Prerequisites: MGMT 3013**

**Description: A study of applied agricultural marketing, production, risk, human resource management, and financial management in agribusiness firms. Particular attention is given to the application of economic principles to the management of marketing and farm supply firms.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

**This course helps students understand the management and management decisions of agribusiness firms.**

**AGBU 3923. Applied Agricultural Marketing**

**Prerequisites: MKTG 3723**

**Description: A broad view of applied agricultural marketing; food markets and consumption; marketing functions and institutions; prices, competition, and marketing costs; functional and organizational issues; food marketing regulations; commodity marketing.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

**This course helps students understand the structure and behavior of the agricultural marketing system and how it is related to the consumer, the farmers, and the middlemen.**

**AGBU 4423. Agriculture Policy**

**Description: Institutional and analytical treatment of historical and current economic problems, public policies and government programs affecting agriculture and rural America.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- 1. Understand the agriculture policy formulation process**
- 2. Develop an understanding the domestic and international impact of agriculture policy**
- 3. Understand the role of stakeholders in agriculture policy**
- 4. Understand the price policies of inputs and agriculture products**
- 5. Understand contemporary issues in agriculture policy**
- 6. Be able to assess the economic news related to agriculture policy**

**AGBU 4643. International Agricultural Trade**

**Description: Applied economics of international agricultural trade. Emphasis on why trade occurs, current agricultural trade patterns, the effects of agricultural policy on trade, and the institutions of trade.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- 1. Understand the international trade causes and consequences for agriculture sector**
- 2. Understand and be able to relate the impact of international economic policies for agriculture sector**
- 3. Understand the role and impact of economic institutions in international trade**
- 4. Understand the connections and impact of macroeconomic variables in agriculture international trade**
- 5. Be able to assess the economic news related to international agriculture trade**

**AGBU 4723. Agricultural Price Analysis**

**Prerequisites: ECON 3333, ECON 3543**

**Description: Price theory and techniques for predicting price behavior of general economy and price behavior of individual agricultural products will be analyzed. Provides practice in the application of economics and statistics to agricultural price analysis.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

**This course helps students understand the behavior of agricultural prices and markets through estimating demand and supply of agricultural products.**

**ECON/AGBU 3723. Natural Resource Economics**

**Description: Emphasis on the application of demand, supply, and price concepts in the study of natural resource use, policies, and management. Interdependence between environmental quality and economic actions are examined through discussion of property rights, economic incentives, externalities, and economic components of environmental policies.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- 1. Understand the economic use of natural resources**
- 2. Understand the allocation problem of natural resources**
- 3. Be able to solve optimization problems with natural resources as an input**
- 4. Understand the optimization problem of renewable and nonrenewable natural resources**
- 5. Be able to assess the economic news related to natural resources economics**

**MIS 4173. Advanced Excel****Prerequisites: MIS 2003 and MIS 3003****Description: This course covers advanced spreadsheet decision making tools. Business problems from across the enterprise will be solved using EXCEL functions, pivot tables, scenario evaluation and others.****Lecture 3(3-0)****Course Objectives and/or additional information:****Upon successful completion of this course, the students will be familiar with using Excel to complete data-intensive tasks, including****(but not limited to):**

- 1. Analyzing data across different dimensions using pivot table and chart.**
- 2. Looking up and comparing records efficiently.**
- 3. Importing and cleaning data from external sources.**
- 4. Evaluating different outcomes by changing assumptions.**
- 5. Automating routines with macros.**

New Course Additions, effective summer 2018

**MKTG 3743. Digital and Social Media Marketing****Prerequisites: MKTG 3723****Description: This course is an exploration and evaluation of marketing activities as they pertain to social media and an organization's online presence. Topics include the various tools available to marketers for establishing a social media presence, evaluating the effectiveness of social media strategies, and the use of online tools like paid ads as part of an integrated marketing campaign.****Lecture 3(3-0)****Course Objectives and/or additional information:**

- 1. Students will develop an understanding of the online tools available to organizations, including popular social media platforms like Facebook, Twitter, and Instagram and digital tools like Google Analytics and Adwords.**
- 2. Students will learn how to plan and develop social media and digital media content, as well as how to quantify results using analytics tools.**
- 3. Students will also leave the course having completed relevant industry certifications, such as Hootsuite's Social Media Marketing Certification.**

Deletion of Course, effective fall 2018

~~MKTG 4303. Sales Management~~

4. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the Gordon T. and Ellen West College of Education. (closed)

Catalog Changes, effective fall 2018

A. Sports and Leisure Studies, B.S.

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1329&returnto=628](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1329&returnto=628)

Contact person: Julie Wood

Sport and Leisure Studies, B.S.

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

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

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

(see Academic Foundations and Core Curriculum - 42 semester hours, ~~except for specific courses listed below~~)

~~— MATH 1233 College Algebra 3~~

~~— BIOL 1133 Anatomy & Physiology I for Health Sciences 3~~

~~— BIOL 1233 Anatomy & Physiology II for Health Sciences 3~~

Bachelor of Science

(see Requirements for the Bachelor of Science Degree)

Program Requirements

Major - ~~37~~ **42** semester hours

~~— MWSU 1233 College Connections 3~~

~~— OR~~

~~— BUAD 1033 Foundations of Business 3~~

KNES 1503 - Concepts of Fitness and Wellness 3

KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3

KNES 3203 - Program Planning in Recreation and Leisure Services 3

**KNES 3323 - Coaching Theory & Practice 3**

**KNES 3353 - Officiating 3**

KNES 3363 - Motor Skill Acquisition and Analysis 3

~~— OR~~

~~KNES 4033 Sport and Exercise Psychology 3~~

KNES 3513 - Scientific Foundations of Human Movement 3

KNES 3603 - Assessment in Physical Education 3

**KNES 4033 - Sport & Exercise Psychology 3**

~~— KNES 4663 Fundamentals of Elementary Physical Education 3~~

~~— OR~~

~~— KNES 4693 Fundamentals of Secondary Physical Education 3~~

KNES 4513 - Adapted Physical Activity 3

KNES 4523 - Management & Administration in Recreation & Leisure Services 3

**KNES 4663 - Fundamentals of Elementary Physical Education 3**

**OR**

**KNES 4693 - Fundamentals of Secondary Physical Education 3**

KNES 4973 - Leadership in Recreation and Leisure Services 3

~~— EXPH Activity Course - 1 semester hour~~

Choose 3 semester hours from:

KNES 2403 - Techniques & Strategies of Team Sports 3

KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3

KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Option I

Minor - 18-21 semester hours

For Option 1 Sport & Leisure Studies majors are required to complete one of the following minors:

- Business Administration Minor
- Entrepreneurship Minor
- Criminal Justice Minor
- Mass Communication Minor
- **Psychology Minor**
- **Medical Sociology Minor**

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

Electives – ~~0-12 semester hours~~ **as necessary to complete 120 total hours, 33 of which must be advanced hours**

~~Up to twelve semester hours of coursework from KNES or minor, depending on degree (BA or BS) and selected minor~~

### **Option II**

#### **Liberal Arts & Sciences Electives**

**For Option II Sport & Leisure Studies majors are required to complete approximately 24 semester hours of electives from any discipline. The number of semester hours required may vary slightly depending on the number of hours necessary to complete 120 total hours, 33 of which must be advanced hours.**

#### B. Sports and Leisure Studies, B.A.

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1328&returnto=628](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1328&returnto=628)

Sport and Leisure Studies, B.A.

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

The requirements for the Bachelor of Arts degree with a major in Sport and Leisure Studies are as follows:

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum, ~~plus additional requirements~~ - **44 42** semester hours

(see Academic Foundations and Core Curriculum - 42 semester hours, ~~except for specific course requirements listed below~~)

~~\_\_\_\_\_ FREN 1134 – Elementary French 4 and~~

~~\_\_\_\_\_ FREN 1234 – Elementary French 4~~

~~\_\_\_\_\_ OR~~

~~\_\_\_\_\_ GERM 1134 – Elementary German 4 and~~

~~\_\_\_\_\_ GERM 1234 – Elementary German 4~~

~~\_\_\_\_\_ OR~~

~~\_\_\_\_\_ SPAN 1134 – Elementary Spanish I 4~~

~~\_\_\_\_\_ SPAN 1234 – Elementary Spanish II 4~~

Bachelor of Arts

(See Requirements for the Bachelor of Arts Degree)

Program Requirements

Major - ~~37~~ **42** semester hours

~~\_\_\_\_\_ MWSU 1233 – College Connections 3~~

~~\_\_\_\_\_ OR~~

~~\_\_\_\_\_ BUAD 1033 – Foundations of Business 3~~

KNES 1503 - Concepts of Fitness and Wellness 3

KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3

KNES 3203 - Program Planning in Recreation and Leisure Services 3

**KNES 3323 - Coaching Theory & Practice 3**

**KNES 3353 - Officiating 3**

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

KNES 3363 - Motor Skill Acquisition and Analysis 3

~~OR~~

~~KNES 4033 - Sport and Exercise Psychology 3~~

KNES 3513 - Scientific Foundations of Human Movement 3

KNES 3603 - Assessment in Physical Education 3

**KNES 4033 - Sport & Exercise Psychology**

KNES 4513 - Adapted Physical Activity 3

KNES 4523 - Management & Administration in Recreation & Leisure Services 3

KNES 4663 - Fundamentals of Elementary Physical Education 3

OR

KNES 4693 - Fundamentals of Secondary Physical Education 3

KNES 4973 - Leadership in Recreation and Leisure Services 3

~~EXPH Activity Course - 1 semester hour~~

Choose 3 semester hours from:

KNES 2403 - Techniques & Strategies of Team Sports 3

KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3

KNES 2433 - Techniques & Strategies of Adventure & Outdoor Activities 3

Option I

Minor - 18-21 semester hours

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

- Business Administration Minor
- Entrepreneurship Minor
- Criminal Justice Minor
- Mass Communication Minor
- **Psychology Minor**
- **Medical Sociology Minor**

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

Electives ~~0-12 semester hours~~ **as necessary to complete 120 total hours, 39 of which must be advanced hours**

~~Up to twelve semester hours of coursework from KNES or minor, depending on degree (BA or BS) and selected minor.~~

## **Option II**

### **Liberal Arts & Sciences Electives**

**For Option II Sport & Leisure Studies majors are required to complete approximately 22 semester hours of electives from any discipline. The number of semester hours required may vary slightly depending on the number of hours necessary to complete 120 total hours, 39 of which must be advanced hours.**

## C. Secondary Teacher Certification

<http://catalog.mwsu.edu/content.php?catoid=14&navoid=628>

Secondary Teacher Certification

Go to information for Secondary Teacher Certification.

Programs

Bachelor of Science



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

#### Bachelor of Arts

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

#### All-Level Teaching Fields

Go to information for All-Level Teaching Fields.

#### Programs

##### Bachelor of Science

- Kinesiology (Grades EC-12, All-Level), B.S. with Teacher Certification

##### Bachelor of Arts

- Kinesiology (Grades EC-12, All-Level), B.A. with Teacher Certification · Spanish (Grades EC-12, All-Level), B.A. with Teacher Certification

##### Bachelor of Fine Arts

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

##### Bachelor of Music

- Music All-Level, Instrumental Emphasis, B.M. with Teacher Certification · Music All-Level, Vocal Emphasis, B.M. with Teacher Certification

#### Education

Display courses for Education.

#### Kinesiology

Go to information for Kinesiology.

#### Programs

##### Bachelor of Science

- Sport and Leisure Studies, B.S.

##### Bachelor of Arts

- Sport and Leisure Studies, B.A.

#### ~~Minor~~ **Minors**

- **Kinesiology Minor**
- **Coaching Minor**
- **Sport & Leisure Studies Minor**

#### ~~Kinesiology Minor~~

Display courses for Kinesiology.

<http://catalog.mwsu.edu/content.php?catoid=14&navoid=628&print>

#### Kinesiology Minors

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1327&returnto=628](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1327&returnto=628)

#### Kinesiology ~~Minor~~ **Minors**

~~Emphasis I:~~ Kinesiology **Minor** - 21 semester hours

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

- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2403 - Techniques & Strategies of Team Sports 3  
OR
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 3363 - Motor Skill Acquisition and Analysis 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 4513 - Adapted Physical Activity 3
- KNES 4663 - Fundamentals of Elementary Physical Education 3  
OR
- KNES 4693 - Fundamentals of Secondary Physical Education 3

**Emphasis II: Coaching Minor** - 21 semester hours

- KNES 1503 - Concepts of Fitness and Wellness 3
- KNES 2403 - Techniques & Strategies of Team Sports 3 OR
- KNES 2413 - Techniques & Strategies of Individual/Dual Sports 3
- KNES 2423 - Techniques & Strategies of Fitness and Conditioning Activities 3
- KNES 3323 - Coaching Theory and Practice 3
- KNES 3353 - Officiating 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 4033 - Sport and Exercise Psychology 3

**Emphasis III: Recreation & Fitness Sport & Leisure Studies Minor** - 21 semester hours

- 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 - Program Planning in Recreation and Leisure Services 3
- KNES 3353 - Officiating 3 OR
- KNES 4513 - Adapted Physical Activity 3
- KNES 3513 - Scientific Foundations of Human Movement 3
- KNES 4523 - Management & Administration in Recreation & Leisure Services 3

D. Bachelor of Science in Interdisciplinary Studies

*No changes until...*

Programs

Bachelor of Science in Interdisciplinary Studies

Bilingual Generalist and General Education EC-6, B.S.I.S. (**Spanish**)

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

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

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

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

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

Social Studies (4-8 Certificate), B.S.I.S.

Special Education Early Childhood through Grade 12, General Education Early Childhood through Grade 6, B.S.I.S.

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1410&returnto=628](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1410&returnto=628)

Bilingual Generalist and General Education EC-6, B.S.I.S. (**Spanish**)

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

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

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

E. New Course Additions, effective fall 2018

**EDUC 3213. Management Techniques for Elementary, Middle School, and Secondary**

**Description: This course focuses on the introduction and development of management and instructional techniques to optimize student learning with emphasis on establishing and maintaining safe and effective learning environments for elementary, middle school, and secondary settings. Course may not be used for students seeking teacher certification.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- 1. Design clear, well-organized, sequential, engaging, and flexible lessons and instructional routines that reflect best practice, align with standards and related content, are appropriate for diverse learners, and encourage higher-order thinking, persistence, and achievement**
- 2. Organize safe, accessible, and efficient classrooms (including management systems/routines and physical space) that are productive for learning at various developmental levels;**
- 3. Establish, communicate, and maintain clear expectations for student behavior at various developmental levels;**
- 4. Establish, communicate, and maintain clear expectations for student conduct including appropriate behavior standards and ethics for students at various developmental levels**
- 5. Lead a mutually respectful and collaborative class of actively engaged learners that fosters a positive climate for learning, equity, and excellence.**

**ETEC 4113. Learning technology Integration**

**Prerequisites: EDUC 3213**

**Description: This course focuses on the introduction and implementation of basic level technological pedagogical content knowledge appropriate for educational settings at the elementary, middle, and secondary levels. Students will use technological tools to optimize student learning through technology rich lessons, assessments, and environments. Course may not be used for students seeking teacher certification.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- 1. Students demonstrate a basic level of technological pedagogical content knowledge through creating student-centered, technology-rich lessons, assessments, and parent communication (CAEP Standard 1)**
- 2. Students design, implement, create and participate in digital learning and teaching experiences in the classroom and for professional development (CAEP Standard 2)**
- 3. Students demonstrate knowledge and can model through their teaching content decisions the legal and ethical implications of digital citizenship**
- 4. Students will demonstrate knowledge of empowered professionals and learning catalysts, as per the ISTE technology standards in the following areas: learner, leader, citizen, collaborator, designer, and facilitator.**

F. Change of Course Title, Course Prerequisites, and Course Description, effective fall 2018

EDUC 4023. Methods of **Elementary**, Middle, and Secondary School Teaching

Prerequisites: **EDUC 3213, EPSY 3803, EDUC 3203**

Description: Models of instructional planning and assessment strategies for teaching in the **elementary**, middle, and secondary schools with emphasis on content specific strategies and learning with technology. **Course may not be used for students seeking teacher certification.**

5. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the Lamar D. Fain College of Fine Arts. (closed)

Music

Change of Course Prerequisite, effective fall 2018

MUSC 4873. Foundations of Music III

Prerequisites: MUSC 1611, MUSC 1613, ~~ENGL 1113~~, and ENGL 1123 **or ENGL 1143**

Theatre

Change in Course Descriptions, effective fall 2018

THEA 1233. Voice for Theatre

Description: ~~Performance oriented course with study of vocal performance issues, including performance anxiety, reading and writing of the International Phonetic Alphabet, communication theory, the physiology of speech, methodology to improve vocal quality and health. May include sessions in Lessac, Feldenkrais, Lo Vetri, and others.~~ **This is a performance oriented course that focuses on developing the foundational skills in vocal production for the stage. Students will be introduced to exercises in relaxation, alignment, breath support, resonance, articulation and phonation. Techniques for accessing emotional and psychological truths will be practiced as well as drawing emotional connections to sounds, words, and images. Students will study the International Phonetic Alphabet to understand regional and standard American dialects.**

THEA 1403. Acting 1: Fundamentals of Acting

Description: ~~Open to non majors. Study and application of the theories and techniques of the art of acting with emphasis on acting as a communicative process.~~ **This course uses the principles of Sanford Meisner, Stella Adler, and Michael Chekov. Actors will continue their studies in living truthfully under heightened and imagined circumstances. Students will be introduced to how to emotionally prepare to enter a scene. These techniques will be applied to monologues and scene work.**

THEA 3393. Acting 2: Character Development

Description: ~~Advanced study and application of the theories and techniques of acting with emphasis on characterization, role analysis, and ensemble playing. Introduction to acting for the camera, voice over, resume, and audition preparation.~~ **This course is an advanced study of acting based on the techniques of Sanford Meisner, Stella Adler, and Michael Checkhov. Actors will continue their studies in living truthfully under heightened and imagined circumstances. Students will have the opportunity to further explore how to emotionally prepare to enter a scene. These techniques will be applied to monologues and scene work.**

Change of Course Title and Course Description, effective fall 2018

THEA 3143. ~~Stage Management~~ **Production Stage Management**

Description: ~~Protocol, procedures, techniques, and tips for effective stage management during the preliminary, rehearsal, and performance phases of a production. Includes methods for ensuring effective communication, coordination, note taking, record keeping, and people management, as well as ways to maximize efficiency, productivity, and accuracy in rehearsals and performances.~~ **A holistic exploration of management styles in various entertainment and production environments. Emphasis will be placed on communication skills, facility and people management, team building, stress management, efficiency, productivity, and organizational methodologies.**

6. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the Robert D. and Carol Gunn College of Health Sciences and Human Services. (closed)

Nursing

Catalog Changes

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

[http://catalog.mwsu.edu/preview\\_entity.php?catoid=14&ent\\_oid=625&returnto=630](http://catalog.mwsu.edu/preview_entity.php?catoid=14&ent_oid=625&returnto=630)

#### The BSN Programs

The Wilson School of Nursing offers curricula leading to a Bachelor of Science in Nursing (BSN). These curricula include a pre-licensure program for students who do not have a license to practice as a Registered Nurse and a post-licensure RN Transition program for RNs who have graduated from hospital-based programs or who hold associate degrees in nursing.

These programs include general education courses that provide a foundation for understanding physiological, psychosocial, cultural, political, and economic factors influencing a person's health status. The nursing courses prepare the BSN graduate to provide holistic nursing care in a variety of complex environments that will enhance the optimal health of individuals, families, groups, and communities.

The RN Transition program is a flexible option designed to meet the needs of the working RN. Nursing classes are offered via distance-learning methodologies. Clinical experiences may be conducted in the geographical area in which the RN student resides. ~~The RN to MSN program is available at MSU, and is fully described in the graduate catalog.~~ **During or upon completion of the RN Transition program one may apply to the graduate nursing program.**

The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Texas Board of Nursing (BON). The program includes a total of 120 hours (60 nursing hours and 60 non-nursing hours) for the pre-licensure student and a total of 120 hours in the RN Transition program (57 nursing hours, including **up to 30 8** hours awarded ~~through the Texas Nurses Association (TNA) Articulation Agreement~~ **for Associate Degree in Nursing (ADN)**, and 63 non-nursing hours).

Upon completion of the program, the graduates (pre-licensure BSN) are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

#### Readmission/Reentry Policy

An RN Transition student must maintain enrollment in at least two (2) courses per semester. If a student does not maintain enrollment for one (1) consecutive semester he/she will be placed on inactive status and will need to submit a letter to the **RN Transition Coordinator** at the Wilson School of Nursing (**WSON**). **The letter will be reviewed by the Coordinator in collaboration with the WSON Student Affairs Committee, and they will discuss with BSN The RN Transition Coordinator/Academic Advisor will discuss and create** a new degree plan in order to continue.

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1348](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1348)

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

~~This newly structured~~ **The RN Transition program** is streamlined to provide the student who has completed all the core and prerequisites to complete the courses leading to a BSN in as little as **3 semesters, 9 months as a full-time student or in 2 years as a part-time student.** **Students may enter the program in either the Fall, or Spring, or Summer I semester.** Courses are delivered online to enable students to maintain full-time employment while completing the course of study. The faculty is prepared to create an outstanding online experience; students engage in a collaborative supportive environment, receiving support from classmates and mentorship from faculty members.

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

The student must

1. complete an application for admission to the **RN Transition and/or** BSN Program;

2. hold licensure as a Registered Nurse (Texas or designated State) **is required for the RN Transition program**;
3. have official transcripts from all colleges/universities and/or diploma school of nursing sent to MSU Admissions;
4. all Nursing pre-requisite and Texas Core courses must be completed before starting the RN Transition Program. Must meet requirement of 30 advanced hours at Midwestern State University for this degree. A student can select an elective course at the 3000-4000 level;
5. ~~meet TNA Articulation Agreement requirements~~ **eligible RN Transition students may receive up to 38 hours credit awarded for completion of Associate Degree Program**;
6. ~~complete the following courses prior to NURS 3733 and NURS 4711/NURS 4713:~~  
~~BIOL 1133 Anatomy & Physiology I for Health Sciences~~  
~~BIOL 1233 Anatomy & Physiology II for Health Sciences~~  
~~BIOL 2144 Microbiology~~  
~~Chemistry 3 hours~~
6. ~~7.~~ provide documentation of the following prior to enrollment in clinical courses:
  - a. professional liability insurance;
  - b. completion of physical examination;
  - c. health insurance;
  - d. compliance with State or program mandated immunizations;
  - e. current licensure (GNs may enroll in one semester of nursing courses with the stipulation that they must pass the NCLEX-RN prior to completion of the course. If they do not pass NCLEX, no further progression in the RN Transition program will be permitted until successful completion of NCLEX is accomplished.);
  - f. American Heart Healthcare Provider CPR;
  - g. criminal background check;
  - h. and ten panel urine drug screen.

#### **The RN Transition program:**

1. See university undergraduate catalog for progression and readmission policies.
2. All core and nursing pre-requisite courses must be completed prior to taking any of the courses in the RN Transition curriculum. The core and nursing pre-requisite courses can be taken at any community college or university. The applicant to the RN Transition program must be Texas Core Curriculum complete at the institution of choice.
3. Applicants applying to the RN Transition program must meet MSU residency requirements (30 hours at Midwestern State University) including completion of **the** writing proficiency exam **or enroll in and pass English 2113 at Midwestern State University.**
4. RN Transition students must complete all nursing courses within a two (2) (24 months) year period of time beginning with the first nursing course.
5. RN Transition students must maintain enrollment in at least two (2) courses per semester. Students who do not maintain enrollment for one (1) semester will be placed on inactive status and will need to submit a letter to the **RN Transition Coordinator** at the Wilson School of Nursing (**WSON**). **The letter will be reviewed by the Coordinator in collaboration with the WSON Student Affairs Committee. and they will discuss with BSN The RN Transition Coordinator/Academic Advisor will discuss and create** a new degree plan in order to continue.
6. RN Transition students are eligible to apply to the Master of Science in Nursing (MSN) program during or upon completion of the BSN. ~~A student must declare intent to pursue the RN to MSN program upon application to the Wilson School of Nursing. See graduate catalog for application deadline, admission requirements and further details on the MSN programs available. Student must be admitted to the MSN program prior to enrolling in any of the RN Transition courses. Students pursuing the RN to MSN program must take up to 6 semester credit hours of graduate nursing courses as follows:~~
  - a. ~~NURS 5023 Research in Nursing in lieu of NURS 3743 Introduction to Evidence based Practice~~
  - b. ~~NURS 5043 Pathological Processes for Advanced Nursing Practice in lieu of NURS 3733 Foundations of Comprehensive Pathophysiology in Nursing~~

7. Students must earn a “B” or better in all graduate courses in order to meet the requirements for the MSN. A grade lower than “B” in a graduate course precludes progression in the RN to MSN program; however, if the student achieves a passing grade of ‘C’ in the course(s) they will be re-assigned to the RN to BSN and the coursework will be used towards the completion of a BSN degree.

8. If an RN to MSN student completes all required courses for the BSN degree and chooses to not continue to pursue the MSN degree, the student may elect to exit the program and receive a BSN. The student must submit a letter to the Graduate Program Coordinator of his/her intent not to continue toward an MSN.

9. Once the BSN degree is conferred and the RN to MSN student elects not to enroll in MSN courses during the subsequent fall or spring semester they will be required to take an additional 6 credits to complete the MSN degree.

Full Time:

<i>Fall</i>	<i>Spring</i>
<del>NURS 3713 Transitions to the BSN Role</del>	<del>NURS 4703 Ethics in Healthcare</del>
<del>NURS 3723 Leadership Roles</del>	<del>NURS 4713 Comprehensive Health Assessment</del>
<del>NURS 3721 Leadership Roles Clinical</del>	<del>NURS 4711 Comprehensive Health Assessment Clinical</del>
<del>NURS 3733 Foundations of Comprehensive Pathophysiology in Nursing</del>	<del>NURS 4723 Healthcare Organizations and Informatics</del>
<del>NURS 3743 Introduction to Evidence based Practice</del>	<del>NURS 4733 Population Focused Community Health</del>
Elective – 3 hours	<del>NURS 4741 Capstone Project</del>

Part Time:

<i>Fall 1</i>	<i>Spring 1</i>
<del>NURS 3713 Transitions to the BSN Role</del>	<del>NURS 4703 Ethics in Healthcare</del>
<del>NURS 3733 Foundations of Comprehensive Pathophysiology in Nursing</del>	<del>NURS 4713 Comprehensive Health Assessment</del>
	<del>NURS 4711 Comprehensive Health Assessment Clinical</del>
<i>Fall 2</i>	<i>Spring 2</i>
<del>NURS 3723 Leadership Roles</del>	<del>NURS 4723 Healthcare Organizations and Informatics</del>
<del>NURS 3721 Leadership Roles Clinical</del>	<del>NURS 4733 Population Focused Community Health</del>
<del>NURS 3743 Introduction to Evidence based Practice</del>	<del>NURS 4741 Capstone Project</del>
Elective – Must be taken in Summer I or II	-

A student may need to add an elective to the degree plan if 30 semester credit hours are needed for an earned degree at MSU. A student can select an elective course at the 3000/4000 level. A total of 120 hours is required for a Bachelor of Science in Nursing degree.

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Core Curriculum Specifics and Additional Requirements

- BIOL 1133 - Anatomy & Physiology I for Health Sciences 3
- OR
- BIOL 1134 - Anatomy and Physiology I 4
-

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

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

- NURS 3713 - Transitions to the BSN Role 3 (~~Fall~~)
- NURS 3721 - Leadership Roles Clinical 1 (~~Fall~~)
- NURS 3723 - Leadership Roles 3 (~~Fall~~)
- NURS 3733 - Foundations of Comprehensive Pathophysiology in Nursing 3 (~~Fall~~)
- NURS 3743 - Introduction to Evidence-based Practice 3 (~~Fall~~)
- NURS 4703 - Ethics in Healthcare 3 (~~Spring~~)
- NURS 4711 - Comprehensive Health Assessment Clinical 1 (~~Spring~~)
- NURS 4713 - Comprehensive Health Assessment 3 (~~Spring~~)
- NURS 4723 - Healthcare Organizations and Informatics 3 (~~Spring~~)
- NURS 4733 - Population Focused Community Health 3 (~~Spring~~)
- NURS 4741 - Capstone Project 1 (~~Fall/Spring~~ – final course) (**\*must be taken during the final semester of coursework**)
- Elective - 3 hours

- **A student must take an elective to meet the 30 semester credit hour residency requirement. The elective should be at the 3000/4000 level if the student has no prior 3000/4000 level credit from any institution. A total of 120 hours is required for a Bachelor of Science in Nursing degree. See your advisor prior to selection of elective.**

- ~~A student may need to add an elective to the degree plan if 30 semester credit hours are needed for an earned degree at MSU. A student can select an elective course at the 3000/4000 level. A total of 120 hours is required for a Bachelor of Science in Nursing degree. See your advisor prior to selection of elective.~~

~~TNA Articulation Agreement – 30 hours~~ **Credit Awarded for ADN- up to 38 hours**

Major Hours including Articulation Agreement - 57 hours

Electives and Writing Proficiency Requirement

Approved electives to bring total to 120 semester credit hours, if needed. May need to be advanced (3000- or 4000-level) to meet requirement of 30 advanced hours for this degree.

Writing Proficiency Requirement (Pass exam or take and pass ENGL 2113)

## Social Work

Catalog Changes

[http://catalog.mwsu.edu/preview\\_program.php?catoid=14&poid=1352&hl=social+work&returnto=search](http://catalog.mwsu.edu/preview_program.php?catoid=14&poid=1352&hl=social+work&returnto=search)

Academic Foundations and Core Curriculum - 42 hours



## CHANGE #1

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

Core Curriculum Specifics:

- PHIL 2033 - Ethics 3
- OR
- ENGL 2413 - World Literature 3
- OR
- **ENGL 2423 World Literature**
- SOCL 1133 - Introductory Sociology 3
- BIOL 1133 - Anatomy & Physiology I for Health Sciences 3
- and three additional hours from Life & Physical Sciences

## CHANGE #2

SOWK electives - 4 courses

Chosen from:

- SOWK 3233 - Parenting: Family and Community 3
- SOWK 3453 - Child Welfare Policy and Practice 3
- **SOWK 3603 – International Social Work**
- SOWK 4113 - Aging 3
- SOWK 4203 - Independent Study 3 semester hours
- SOWK 4223 - Family Systems 3
- SOWK 4233 - Parenting 3
- SOWK 4313 - Community Mental Health 3
- SOWK 4323 - Introduction to Substance Abuse 3
- SOWK 4343 - Treatment Modalities in Substance Abuse 3
- SOWK 4363 - Family Systems and Substance Abuse 3
- SOWK 4413 - Human Resources Policy and Practice 3
- SOWK 4423 - Selected Topics in Social Work 3

7. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the Prothro-Yeager College of Humanities and Social Sciences. (closed)

English

Catalog Changes, effective fall 2018

B.A. Teacher Certification

Currently, the B.A. with Teacher Certification degrees offered by the English, History, and Spanish Programs require that students take Math 1233-College Algebra, while students earning a B.A. in these fields can choose a course from the Core Curriculum Mathematics list. In order to provide consistency in our math requirements at the program and college level, the three Programs are requesting that their BA with Teacher Certification degrees have the same math options as the B.A. degrees effective Fall 2018.

Catalog Changes: English and History

Gordon T. and Ellen West College of Education

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Programs, Areas of Certification, and Courses  
 Secondary Teacher Certification  
 Bachelor of Arts

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

Both pages above link to the following page, in which the changes are needed:

Requirements for the Bachelor of Arts Degree with Secondary Certification (Grades 7-12)

Academic Foundations and Core Curriculum - 42 hours

- EDUC 2013 - School and Society 3
- ~~MATH 1233 - College Algebra 3~~
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3

Communication\* - 6 hours

**Mathematics - 3 semester hours**

- **MATH 1053 - Contemporary Mathematics 3**
- **MATH 1203 - Mathematical Analysis for Business 3**
- **MATH 1233 - College Algebra 3**
- **MATH 1534 - Precalculus 4**
- **MATH 1634 - Calculus I 4**

Catalog Changes: Spanish

Gordon T. and Ellen West College of Education  
 Programs, Areas of Certification, and Courses  
 All-Level Teaching Fields

Bachelor of Arts

Spanish (Grades EC-12, All-Level), B.A. with Teacher Certification

Academic Foundations and Core Curriculum, plus additional requirements - 43 hours

- ENGL 1143 - Academic Research and Writing 3
- SPCH 1133 - Fundamentals of Speech Communication 3
- EDUC 2013 - School and Society 3
- ~~MATH 1233 - College Algebra 3~~
- HIST 1133 - Survey of American History to 1865 3
- HIST 1233 - Survey of American History since 1865 3
- POLS 1333 - American Government 3
- POLS 1433 - American Government 3
- SPAN 1134 - Elementary Spanish I 4

**Mathematics - 3 semester hours**

- **MATH 1053 - Contemporary Mathematics 3**
- **MATH 1203 - Mathematical Analysis for Business 3**
- **MATH 1233 - College Algebra 3**
- **MATH 1534 - Precalculus 4**
- **MATH 1634 - Calculus I 4**

Life & Physical Sciences - 6 hours

Catalog Changes, effective fall 2018

English, Humanities, and Philosophy

*No changes until...*

Writing Courses

- ENGL 2013 - Introduction to English Studies 3
- ENGL 2113 - Intermediate Composition & Grammar 3
- ENGL 2123 - Rhetoric of Visuals and Infographics 3
- ENGL 2133 - Introduction to Creative Writing 3
- ENGL 2203 - Introduction to Professional Writing 3
- ENGL 2223 - Professional Writing for Business 3
- ENGL 3000 - Writing Center Internship 0
- ENGL 3023 – Elementary Composition Pedagogies and Practices 3
- ENGL 3103 - Special Topics in Creative Writing 3
- ENGL 3133 - Intermediate Creative Writing-Prose 3
- ENGL 3203 - Technical Writing 3
- ENGL 3213 - Digital and New Media Rhetoric 3
- ENGL 3523 - Special Topics in Rhetoric and Composition 3
- ENGL 4013 - Introduction to Composition Studies 3
- ENGL 4133 - Advanced Creative Writing-Prose 3
- ENGL 4203 - Writing Project Management 3
- ENGL 4213 - Special Topics in Professional and Technical Writing 3
- ENGL 4223 - Grant and Proposal Writing 3
- **ENGL 4503 - Professional and Technical Editing 3**
- ENGL 4553 - Rhetorical Theory and Criticism 3

English Minor: Writing Emphasis

Requirements for a Minor in English: Writing Emphasis - 18 semester hours

Choose eighteen semester hours, at least nine advanced (exclusive of ENGL 1014, ENGL 1103, ENGL 1113, ENGL 1123, ENGL 1143, and SPCH 1103):

- ENGL 2013 - Introduction to English Studies 3
- ENGL 2113 - Intermediate Composition & Grammar 3
- ENGL 2123 - Rhetoric of Visuals and Infographics 3
- ENGL 2133 - Introduction to Creative Writing 3
- ENGL 2203 - Introduction to Professional Writing 3
- ENGL 2223 - Professional Writing for Business 3
- **ENGL 3000 - Writing Center Internship 0**
- ENGL 3103 - Special Topics in Creative Writing 3
- ENGL 3133 - Intermediate Creative Writing-Prose 3
- ENGL 3203 - Technical Writing 3
- ENGL 3213 - Digital and New Media Rhetoric 3
- ENGL 3513 - Advanced Grammar 3
- ENGL 3523 - Special Topics in Rhetoric and Composition 3
- ENGL 4013 - Introduction to Composition Studies 3
- ENGL 4133 - Advanced Creative Writing-Prose 3
- ENGL 4203 - Writing Project Management 3
- ENGL 4213 - Special Topics in Professional and Technical Writing 3
- ENGL 4223 - Grant and Proposal Writing 3
- **ENGL 4503 - Professional and Technical Editing 3**
- ENGL 4513 - History of the English Language 3
- ENGL 4523 - Introduction to Linguistics 3

- ENGL 4553 - Rhetorical Theory and Criticism 3 (recommended)
- ENGL elective (except for ENGL 4993 - Independent Study in English) - 3 hours

Philosophy

New Course Addition, effective fall 2018

**PHIL 2013. The Technological World**

**Description: Technology exists to push the limits of humanity's reach. Whether it's a simple lever or pulley that helps us lift or move more, or a rocket that takes us higher and farther into space than ever before, technology thrives on the edge of human experience, just where we can go no further on our own. This course will explore technology as an extension of our human capacity for exploration and discovery, investigating the ways in which humans use technology to shape the world, and, moreover, how that technologically manipulated world can, in turn, shape us. The philosophical nature and significance of technology as such will also be a primary theme of this course.**

**Lecture 3 hours**

**Course Objectives and/or additional information:**

1. **To help students learn and understand the basic issues of the philosophy of technology from both a theoretical and historical perspective.**
2. **To help students gain familiarity with various important theories in the philosophy of technology.**
3. **To help students develop their skills in critically interpreting and analyzing texts.**
4. **To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.**
5. **To help students improve their ability to read and write clearly and critically.**
6. **To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.**

**PHIL 2023. Searching for Intelligent Life**

**Description: The appearance of intelligent, problem-solving creatures in the natural world is the occasion of philosophical mystery. We will explore the power and origins of intelligent life on planet Earth and trace the appearance of intelligence in two very different forms of life – hominids and cephalopods (notably in octopuses). We will also be considering the possibility of vegetal intelligence, and what "intelligence" itself might mean in the plant world. Along the way, we will explore the manifestations of the intense efforts life exerts to sustain itself through complex coordination between perception and action, and how the need to focus this action leads to the development of the nervous system, and ultimately, consciousness.**

**Lecture 3 hours**

**Course Objectives and/or additional information:**

1. **To help students learn and understand the basic issues of the philosophy of biology from both a theoretical and historical perspective.**
2. **To help students gain familiarity with various important theories in the philosophy of biology.**
3. **To help students develop their skills in critically interpreting and analyzing texts.**
4. **To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.**
5. **To help students improve their ability to read and write clearly and critically.**
6. **To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.**

**PHIL 2043. Humanity in an Inhuman World**

**Description: Human beings often feel alone or out of place in a strange and sometimes hostile world. We can feel dwarfed in the vastness of space, in the wilds of our own planet, and in the great scale of time that will continue long after we're dead and forgotten. This course will explore different philosophical responses to this feeling of strangeness and exile that often besets human beings. Treating philosophy primarily as a way of life, we will investigate philosophical responses to the meaning of life, and take a critical approach to the ways philosophy has placed us in the world.**

**Lecture 3 hours**

**Course Objectives and/or additional information:**

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1. To help students learn and understand philosophical approaches to the meaning of life from both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories concerning the meaning of life.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

### PHIL 2063. Philosophy and Death

Description: Death is arguably the most fundamental and unassailable fact of human existence. But how ought we to interpret this fact? This course explores various issues arising from the philosophical reflection on mortality: What exactly *is* death? What implications does the fact of death have for life and living? Is life after death possible, or even desirable? Through sustained engagement these issues, students will acquire the critical tools necessary for a deeper and richer reflection on the human condition in general as well as their own mortal lives in particular.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand philosophical approaches to mortality from both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories concerning the nature and meaning of mortality.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

### PHIL 2073. Philosophy of Horror and the Macabre

Description: This course offers a philosophical exploration of horror, the macabre, and related themes in visual art, literature, and film. Particular attention will be paid to the various ways philosophers and other thinkers have understood the nature and function of horror in the broader context of human culture and intellectual reflection.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand philosophical approaches to horror, the macabre, and related themes in visual art, literature, and film.
2. To help students gain familiarity with various important theories regarding horror and the macabre.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

### PHIL 2083. Philosophy and Film

Description: This course has two broad aims: first, to critically examine a variety of philosophical themes, questions, and issues by means of the visual medium of film; and second, to examine the extent to which film itself provides unique ways of “doing” philosophy that are related to, but importantly distinct from, other modes of philosophical discourse. Students will not only learn to “read” films philosophically but also, and more important, to “read” philosophy *cinematically*.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand the basic issues of the philosophy of film from both a theoretical

- and historical perspective.
2. To help students gain familiarity with various important theories in the philosophy of film.
  3. To help students develop their skills in critically interpreting and analyzing texts.
  4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
  5. To help students improve their ability to read and write clearly and critically.
  6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

### PHIL 2203. Philosophy of Race and Religion

Description: This course explores various philosophical issues pertaining to race and racism. The first part of the course will focus on the history of the concept of “race” as well as various approaches philosophers have taken to defining and analyzing this concept. The second part of the course will consider the political, social, economic, and cultural implications of race with particular emphasis on the concept of “racism” and related concepts such as white privilege, white supremacy, and unconscious bias. Questions to be discussed throughout the semester include, but are not limited to: What is race? How does race differ from ethnicity, national origin, cultural affiliation, and other forms of collective identity? What is the relationship between race and other aspects of social identity such as class, gender, and sexual orientation? Are racial differences biological in nature, or are they socially constructed? Can value judgments about racial differences be intellectually and morally justified, or are such judgments objectionable by definition? What is racism/racial privilege? What are the different forms of racism and how do they relate to one another? What are the underlying causes of racism? What are the best strategies for combating racism? Throughout the course special attention will be given to recent political and social controversies surrounding race/racism such as police brutality, mass incarceration, racial inequality, post-racialism and “color-blindness,” etc.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand the basic issues of the philosophy of race and racism from both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories in philosophy of race and racism.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

### PHIL 3013. How I Create the World

Description: Modern theories of the human mind place an extraordinary emphasis on the way in which our thoughts and language shape the way the world appears to us. Our freedom to create the world as we see fit and the responsibility we share for bringing into existence a world either just or unjust has been a central concern of philosophies that have been called “existential.” This course will trace the history of these ontological questions with a special focus on human freedom, our ability to shape and determine world history through language, and our responsibilities as agents of change. As creators, we are both free and hopelessly burdened by the weight of our choices. In doing so, it will introduce students to philosophy’s longstanding struggle to make sense of this creative freedom that binds us together.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand the basic issues of existential philosophy both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories in existential philosophy.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to

gain a greater understanding of their personal philosophical commitments.

**PHIL 3023. This Phenomenal Life: Phenomenology as Method**

**Description: It is a wonder that anything makes sense. You walk into a room and there it is, laid out in a sensible fashion: table, chairs, lamps—all between walls, floor, and ceiling. Even clutter has its place. Phenomenology is the philosophical method that pays close attention to the appearance of things and—beginning from these phenomenal appearances—attempts to answer profound questions about the nature of our existence and the reasons why the world makes sense to us. This course will explore the phenomenological method in all its variety and attempt to capture the awe and wonder phenomenologists find in this phenomenal life.**

**Lecture 3 hours**

**PHIL 3043. The Problems of Consciousness**

**Description: The nature of the human mind is a perennial philosophical problem that has occupied great thinkers for millennia. This course provides an in-depth exploration of theories of the mind and consciousness that operate across many disciplines today. From psychology, to biology, to computer science, the contemporary theories explored in this course provide the philosophical backbone for research in many different fields, including those of cognitive science and artificial intelligence. Students will come away with an understanding of theories such as computationalism and reductionism, as well as the most recent enactive, extended, and embodied theories of the mind.**

**Lecture 3 hours**

**Course Objectives and/or additional information:**

1. **To help students learn and understand the basic issues of the philosophy of mind from both a theoretical and historical perspective.**
2. **To help students gain familiarity with various important theories in the philosophy of mind.**
3. **To help students develop their skills in critically interpreting and analyzing texts.**
4. **To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.**
5. **To help students improve their ability to read and write clearly and critically.**
6. **To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.**

**PHIL 3053. Literature as Philosophy**

**Description: Literature provides human beings with more than a creative product meant to entertain and amuse. Artists have long use literary technique to make philosophical explorations into the most profound questions of human existence. This course explores the philosophical dimension of literature in several forms, most particularly poetry and the novel. Literary works will be read as philosophy in their own right, and students will learn critical reading skills that will enable them to understand texts on several levels and them to larger themes in the history of ideas and in our current cultural context. Selections of literary works will span several time periods and will change from semester to semester at the instructor's discretion.**

**Lecture 3 hours**

**Course Objectives and/or additional information:**

1. **To help students learn and understand the basic issues of the philosophy of literature from both a theoretical and historical perspective.**
2. **To help students gain familiarity with various important theories in the philosophy of literature.**
3. **To help students develop their skills in critically interpreting and analyzing texts.**
4. **To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.**
5. **To help students improve their ability to read and write clearly and critically.**
6. **To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.**

**PHIL 3063. Faith Seeking Understanding: Medieval Philosophy**

**Description: This course provides a historical and theoretical introduction to Western philosophy in the Middle Ages (c. 500 – 1500 CE). In addition to Christian thinkers like Augustine, Aquinas, John Duns**

Scotus and William of Ockham, the course will consider a variety of significant figures from the Islamic and Jewish traditions, including Avicenna, Averroes, and Maimonides.

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand the basic issues of medieval philosophy from both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories in medieval philosophy.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

**PHIL 3073. Multicultural Philosophy: Philosophy Beyond the West**

**Description: This course provides a historical and theoretical introduction to various non-Western philosophical traditions including, but not limited to, African philosophy, Latin American Philosophy, and Native American Philosophy. Although the relationship of these traditions to Western philosophy will be examined, foremost emphasis will be placed on understanding and appreciating them on their own terms and in their own contexts.**

Lecture 3 hours

Course Objectives and/or additional information:

1. To help students learn and understand the basic issues of multicultural philosophy from both a theoretical and historical perspective.
2. To help students gain familiarity with various important theories in multicultural philosophy.
3. To help students develop their skills in critically interpreting and analyzing texts.
4. To help students develop their skills in identifying and evaluating arguments as well as in formulating arguments of their own.
5. To help students improve their ability to read and write clearly and critically.
6. To help students appreciate the relevance of philosophical discourse in public and private life and to gain a greater understanding of their personal philosophical commitments.

Change of Course Title and Course Description, effective fall 2018

PHIL 3103. ~~Philosophy of Art~~ **The Meaning and Value of Art**

Description: Art is among the pillars of human civilization. From cave paintings, to ornate buildings and architecture, to portraiture, landscape paintings, and sculpture, art has shaped how humans interpret their world and render it meaningful. This course will explore the place of art in human culture by thinking through the ways in which art derives its meaning and value. Among other things, it will discuss the validity of distinctions between “high” and “low” art, examine the role of technology and technique in the creation of art works, and consider the boundaries of art as new media challenge our pre-existing ideas about what art is and should be. Are video games art? What about TV and popular film? Through an in-depth exploration of these and other questions, students will acquire a deeper understanding of and appreciation for the philosophical complexities surrounding the creation and enjoyment of art.

PHIL 3133. ~~Continental Philosophy~~ **Existence, Language, History: Twentieth-Century European Philosophy**

Description: Europe in the twentieth century was a continent in crisis. Two world wars and a devastating economic depression killed or displaced millions of people and the role of science in spreading devastation on ever-greater scales left philosophers grappling with the very foundations of Western culture. This course will explore the major trends in twentieth-century European philosophy, widely known as the Continental tradition. We will investigate the ways in which Continental thinkers grappled with the crises of their times by (1) developing new philosophical methodologies such as phenomenology; (2) questioning the meaning and value of existence itself; (3) engaging with the power of our shared histories and their promises for the future; and (4) pushing on the limits of our language and its capacity to adequately capture a picture of the world and our place in it.

PHIL 3233. ~~Early Modern Philosophy~~ **Reason, Evidence, Faith: Early Modern Philosophy (1640-1800)**

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



Description: During the Enlightenment, humans developed powerful new ways of exploring the world through science and technological manipulation. In 1641, Descartes laid the groundwork for what will be known as the Age of Reason. This course will explore the emergence of the rationalist tradition, which claimed that all knowledge could be established through reason alone. Competing with this view is empiricism, the evidence based philosophy claiming that all knowledge comes from the senses alone. Students will learn how these theories of knowledge shaped the world, introducing new scientific concepts and political ideas that continue to impact our lives in profound and dramatic ways. Throughout the course, we will see philosophers attempt to balance their faith in God with their emerging scientific discoveries and find a place for religion within a uniquely rational universe.

PHIL 3333. ~~Nineteenth-Century Philosophy~~ **The Rise and Fall of Reason: Nineteenth-Century Philosophy**

Description: At the beginning of the nineteenth century, philosophy had developed a nearly unshakable conviction that our powers of reason would unlock all the mysteries of existence. This course will examine the astonishing heights of reason as developed in German idealism, as well as the skeptical backlash against this abstract and otherworldly project. The romantics offer a counterpoint to the worship of reason by pursuing the mystery and wonder of nature and its irrational, sometimes nightmarish, power to create and destroy without regard to human beings. These theoretical vistas have a profound impact on the development of social and political thought well into the twentieth century. Students will see the tumultuous philosophical development of the nineteenth century, which lays the groundwork for important philosophical theories alive today, such as structuralism, postmodernism, and deconstruction.

PHIL 3433. ~~Existentialism~~ **Meaning, Rebellion, Freedom: Existential Philosophy**

Description: Existentialism is a philosophical tradition that struggles with the meaning of life, the value and nature of human freedom, and our response to the possibility of an absurd world. This course explores the philosophical responses to these questions in the nineteenth and twentieth centuries. Students will grapple with whether or not humans are free, and what that means for our moral obligations. We will also think critically about suicide as a response to life's potential meaninglessness, and both religious and atheistic responses to the possibility that human existence is absurd. Throughout the course we will engage with philosophy's essential rebelliousness against human feelings of despair and anxiety about the meaning of our lives.

Change of Course Title, effective fall 2018

PHIL 3033. ~~Ancient Philosophy~~ **Wisdom, Virtue, Happiness: Ancient Philosophy**

Sociology

New Course Addition, effective fall 18

**SOCL 4703. Disability and Society**

**Prerequisite: SOCL 1133**

**Description: This course is designed to give participants a better understanding of people with disabilities, in terms of the nature, extent, causes, consequences of a variety of disabilities, including visual, hearing, and mobility impairments. The course examines the many social barriers that are faced by people with disabilities.**

**Lecture 3(3-0)**

**Course Objectives and/or additional information:**

- A. **To introduce the sociology of disability as a field of study**
- B. **To promote a heightened social awareness regarding the disabled as a special population, and an awareness of the student's ever-present potential to become a part of that special population**
- C. **To provide an overview of the nature, extent, causes, and consequences of a variety of disabilities, including visual, hearing, and mobility impairments.**
- D. **To examine the many physical, psychological, and social barriers that are faced by people with disabilities both in everyday life, and in various specific institutional settings.**
- E. **To assess existing or possible strategies, programs, services, or policy solutions aimed at confronting the various problems that are experienced by people with disabilities as they try to make it into the mainstream of American societal life.**
- F. **To critically evaluate depictions of the disability experience in the media and the arts**

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

**G. Increase one's level of skill and comfort in social encounters involving individuals with and without biological differences.**

**H. Convey ideas about the social experiences of disability in writing**

8. The voting members of the Council voted electronically to adopt the following undergraduate catalog changes in the College of Science and Mathematics. (closed)

#### Biology

Under previous catalogs, The Admissions Office has awarded credit for General Biology earned through College Level Examination Program (CLEP), Advance Placement (AP), or International Baccalaureate Program (IB) as BIOL 1144 General Zoology [TCCN 1413] and BIOL 1544 General Botany [TCCN 1411].

The motion is to change the MSU course credit awarded for General Biology earned through any of the above avenues to BIOL 1114 Life I [TCCN 1406] and BIOL 1214 Life II [TCCN 1407].

Beginning with the 2018-2019 catalog, transfer credit for student who have taken TCCN 1413 and/or 1411-equivalent course will receive credit for BIOL 1144 General Zoology and/or 1544 General Botany, which will remain in the course inventory but will no longer be part of the Biology major curriculum (and will no longer be taught).

Since General Zoology and General Botany have been taught as approved core courses, current students with those courses on their transcripts may satisfy the core natural science requirement thereby. Students transferring in credit for TCCN 1411 and/or 1413 will be able to use the MSU equivalents [BIOL 1144 and/or 1544] to satisfy core, though not as a part of the Biology major curriculum (except by Departmental review).

This should result in no change in TCCNS as all four of the affected courses are listed in the current version of the catalog and will not be removed or changed by the above proposal.

#### Change of Course Prerequisites, effective fall 2018

BIOL 2114. Life III: The Diversity of Life  
Prerequisites: delete prerequisites listed

BIOL 3003. Introduction to Clinical Laboratory Science  
Prerequisites: BIOL 2144 or BIOL 3314, CHEM 1241 and 1243 each with a grade of C or better; permission of instructor

BIOL 3024. Vertebrate Zoology  
Prerequisites: Eight semester hours Biology; each course with a grade of C or better

BIOL 3033. Field Zoology  
Prerequisites: Eight semester hours Biology; each course with a grade of C or better; consent of instructor

BIOL 3044. Bacteriology  
Prerequisites: Biology 3314 with a grade of C or better; BIOL 3334 recommended

BIOL 3113. Biogeography  
Prerequisites: Eight semester hours Biology; each course with a grade of C or better

BIOL 3144. Physiology  
Prerequisites: BIOL 2114, CHEM 2003 each with a grade of C or better; BIOL 3234 and 3334 recommended

BIOL 3234. Comparative Anatomy of the Vertebrates  
Prerequisites: Eight semester hours Biology; each course with a grade of C or better

BIOL 3334. Genetics

Prerequisites: BIOL 1214 with a grade of C or better

BIOL 3434. Entomology

Prerequisites: BIOL 2114 with a grade of C or better. BIOL 3114 recommended

BIOL 3344. Developmental Biology

Prerequisites: BIOL 2114 with a grade of C or better; BIOL 3334 recommended

BIOL 3534. Systematic Botany

Prerequisites: BIOL 2114 with a grade of C or better.

BIOL 3644. Invertebrate Zoology

Prerequisites: BIOL 2114 with a grade of C or better; BIOL 3114 recommended

BIOL 4023. Immunology

Prerequisites: BIOL 3314, 3334, each with a grade of C or better; CHEM 4243 recommended

BIOL 4463. Plant Anatomy

Prerequisites: BIOL 2114 with a grade of C or better

BIOL 4524. Animal Parasitology

Prerequisites: BIOL 2114 with a grade of C or better; BIOL 3114 recommended

BIOL 4564. Plant Physiology

Prerequisites: BIOL 2114, CHEM 2003 each with a grade of C or better

BIOL 4673. Desert Ecology

Prerequisites: BIOL 2114 with a grade of C or better; BIOL 4684 recommended

BIOL 4684. Ecology

Prerequisites: BIOL 1214, MATH 1233 each course with a grade of C or better; BIOL 3534 recommended

New Course Addition, effective fall 2018

BIOL 4333. Mammalogy

Prerequisites: BIOL 2114 with a grade of C or better

Description: Structure, history, distribution, and natural history of mammals, with special emphasis on those forms found in Texas.

Lecture and Lab 3(2-3)

Course Objectives and/or additional information:

The successful student will demonstrate the ability to:

Identify diagnostic features of mammal families

Explain mammalian environmental coping mechanisms

Identify Texas mammals by direct examination

Use dichotomous keys to identify mammal species

Employ field capture techniques in accordance with state and federal laws

## Computer Science

Change in Prerequisites, effective fall 2018

CMPS 4113. Software Engineering

Prerequisites: CMPS 2143; **Minimum grade of C in** CMPS 3013; 6 advanced hours in computer science; exclusive of CMPS 3023, CMPS 3233, and CMPS 4453

## Proposed Minor

Interdisciplinary Minor In Computational Science  
21-23 Credit Hours (6 Advanced)

**Objective:** Students in the computational science interdisciplinary minor will develop skills necessary to use computing and mathematical concepts in an applied manner to solve problems in a various scientific fields, enabling them to work effectively with scientists from various disciplines.

**Target Students:** Students of all majors, but especially those in a COSM major. Most students in a COSM major take courses from other disciplines as *additional major requirements or core* – this will allow them to take those other courses and count them towards a minor without requiring too many additional hours.

**Note:** Students must plan for this minor to satisfy prerequisites for advanced courses. Students who apply all courses in one category to the major or another minor may substitute courses from other categories on this list.

**Implementation:** No additional resources required.

Required Courses (8 hours)

- CMPS 1044 Computer Science 1 (CMPS majors/minors substitute course from another category)
- CMPS 1023 Computing for Science Majors

Choose 8-9 hours from the following

- CMPS 1063 Data Structures and ADTs (*prereq: CMPS1044*)
- CMPS 2433 Discrete Structures/Analysis (*prereq: CMPS1063*)
- MATH 1634 Calculus 1 (*prereq: MATH 1433 or MATH 1534*)
- MATH 1734 Calculus 2 (*prereq: CMPS1063*)
- MATH 2534 Calculus 3 (*prereq: MATH 1734*)
- MATH 2753 Linear Algebra (*prereq: MATH 1634*)
- PHYS 1624 Mechanics, Wave, Motion and Heat (*coreq: MATH 1634*)
- PHYS 2644 Elec & Mag & Optic (*prereq: PHYS 1624 and coreq: MATH 1734*)
- GEOS 1134 Physical Geology (*prereq: none*)

Applied Math (Choose 3 hours from the following)

(Math majors applying all courses to the major may substitute an advanced course from another category.)

- CMPS 3533 or MATH 3533 Numerical Analysis (*prereq: CMPS 1044 and MATH 1734*)
- MATH 3433 Differential Equations (*prereq: MATH 1734*)
- STAT 3573 Probability and Statistics (*prereq: MATH 1233 or MATH 1534*)

Choose 3-4 advanced hours from the following

- CMPS 3013 Advanced Data Structures & Algorithms (*prereq: CMPS 2433*)
- CMPS 4233 Artificial Intelligence (*prereq: CMPS 3013*)
- CMPS 4553 Topics: Computational Science (*prereq: CMPS 3013 ; MATH 1433 or 1534 ; varies by topic*)
- MATH 4243 Operations Research (*prereq: MATH 1734 and CMPS 1044*)
- MATH 4333 Topics (with approval of MATH chair)
- PHYS 3333 Thermodynamics (*prereq: PHYS 2644 and coreq: MATH 2534*)
- PHYS 3343 Modern Physics I (*prereq: PHYS 2644 and coreq: MATH 2534 or MATH 3433*)
- GEOS 3434 Structural Geology (*prereq: MATH 1433 or MATH 1534. GEOS 3234 recommended.*)
- GEOS 3634 Fundamentals of Remote Sensing (*prereq: GEOS 1134*)
- GEOS 4013 Data Analysis for the Geological Sciences (*prereq: STAT 3573*)

### EXAMPLES OF MINORS FOR VARIOUS MAJORS

A B.S. CMPS major might choose the following courses for a minor in Computational Science:

CMPS 1023, MATH 1634 (sub for CMPS 1044); MATH 1734, GEOS 1134; STAT 3573; GEOS 4013

or

CMPS 1023, MATH 1634 (sub for CMPS 1044); MATH 1734, MATH 2753; MATH 3433; MATH 4243

or

CMPS 1023, MATH 1634 (sub for CMPS 1044); MATH 1734, PHYS 2644; MATH 3433; PHYS 3343  
 CMPS majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take two more courses to get a minor.

A MATH major might choose the following courses for a minor in Computational Science:

CMPS 1023, CMPS 1044; CMPS 2433, PHYS 1624; PHYS 2644 (sub for applied math); CMPS 3013

or

CMPS 1023, CMPS 1044; CMPS 2433, GEOS 1134; GEOS 3634(sub for applied math); GEOS 4013

or

CMPS 1023, CMPS 1044; CMPS 2433, PHYS 1624; PHYS 2644 (sub for applied math); PHYS 3333

MATH majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take three more courses to get a minor.

A GEOS major – GEOS track might choose the following courses for a minor in Computational Science:

CMPS 1023, CMPS 1044; MATH 1734, PHYS 1624; STAT 3573; MATH 4243

or

CMPS 1023, CMPS 1044; CMPS 1063, MATH 2644; STAT 3573; CMPS 3013

GEOS majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take two or more courses to get a minor.

A CHEM major might choose Option D Computational science.

CMPS 1023, CMPS 1044; MATH 1734, PHYS 1624; STAT 3573; MATH 4243

CHEM majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take three more courses to get a minor.

A BIOL major might choose

CMPS 1023, CMPS 1044; MATH 1734, PHYS 1624; STAT 3573; MATH 4243

BIOL majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take three more courses to get a minor.

An ENGR major might choose

CMPS 1023, CMPS 1044; MATH 1734, PHYS 1624; MATH 3433; MATH 4243

ENGR majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take three more courses to get a minor.

A Physics major might choose a second minor

CMPS 1023, CMPS 1044; GEOS 1134, CMPS1063; CMPS 3533; GEOS 3634 or MATH 4243

ENGR majors may already count the underlined courses towards their additional requirements of the major or core, so only need to take five more courses to get a minor.

## Proposed Minor

Minor in Cybersecurity – Department of Computer Science  
 19-20 Credit Hours (6 Advanced)

Objective: Students in the cybersecurity minor will be able to identify security risks in computing systems and will understand potential solutions and implementation techniques for addressing security problems.

Target Students: Students in all majors, except CMPS, including business and criminal justice. For students who desire an introduction to the growing discipline of cybersecurity. For CMPS majors, we will establish this as a track.

Note: MATH 1233 College Algebra is a prerequisite for the minor.

Implementation: No new resources required beyond scheduling of courses.

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

Required courses (13 – 14 hours):

One of:

- o CMPS 1013 Computer Concepts & Applications
- o CMPS 1023 Computing for Science Majors
- o CMPS 2084 Introduction to Computer Architecture
- o CMPS 1044 Computer Science 1
- o CMPS 1063 Data Structures & ADT
- o CMPS 4663 Topics in Computer & Networking Security: Cybersecurity

Electives (6 hours)

- o CMPS 4103 (A) Introduction to Operating Systems (prerequisite CMPS 2084)
- o CMPS 4663 (B) Computer Forensics
- o CMPS 4663 (C) Network Security
- o CMPS 4663 (D) Software security (Web applications)
- o CMPS or MATH (E) Special Topics: Cryptography/Encryption (E)

Programs that would benefit of a minor in Cybersecurity & recommended electives

Mathematics (ECD) [CMPS 1044 & 1063 already required]

Criminal Justice (forensics AB)

Economics (network electronic transfer of funds CD)

Finance (network electronic transfer of funds CD)

General Business (computer use CD)

Management (computer use CD)

MIS (software related AD)

Less relevant:

Biology (computer use CD)

Chemistry (computer use CD)

Geosciences (computer use CD)

Mechanical Engineering (forensics AB)

#### Proposed Minor

Minor in High Performance Computing (HPC) – Department of Computer Science  
18-22 Credit Hours (9 Advanced)

Objective: Students completing the HPC minor will have skills necessary to solve significant problems on new, leading-edge computing architectures, including GPUs and other parallel systems.

Target Students: Students of all majors, but is particularly applicable to Mathematics and Mechanical Engineering majors since both take some of the courses in the additional major requirements or core which allows them to reduce the number of hours required over the major.

Note: Due to overlap with MATH requirements, math majors will have alternative requirements to meet 18-hour requirement.

Implementation: No additional resources required.

Required Courses (22 hours) – Non-Math Majors

- o CMPS 1044 Computer Science 1
- o CMPS 1063 Data Structures & ADT
- o MATH 1634 Calculus 1
- o MATH 2753 Linear Algebra
- o CMPS 4563 GPU Programming
- o CMPS 4563 High Performance Computing

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

- o CMPS 4563 (Any different topic)

Required Courses (18 hours) –Math Majors

- o CMPS 1044 Computer Science 1
- o CMPS 1063 Data Structures & ADT
- o CMPS XXX3 CMPS course approved by Department Chair
- o CMPS 2084 Introduction to Computer Architecture (recommended)
- o CMPS 4563 GPU Programming
- o CMPS 4563 High Performance Computing
- o CMPS 4563 (Any different topic)

Physics

Catalog Change

*No changes until...*

Major (34 **40** hours)

Physics 1624, 2644, 3313, 3323, 3333, 3343, 4303, ~~4323, 4343~~, 4353, **4373, 4403, 4611, 4621, 4943, 4943**

Minor (18 hours)

Mathematics 1634, 1734, 2534, 3433, 3833

Program Requirements\*

Chemistry 1141, 1143, 1241, 1243

**Mathematics 1634, 1734, 2534, 3433**

**Computer Science 1044**

**\* It is strongly suggested to obtain a minor in Mathematics and take Chemistry 1141, 1143, 1241, and 1243.**

**Additional hours as needed to total a minimum of 120 semester credit hours with a minimum of 33 advanced. Consult an advisor for guidance before registering for classes.**

9. The voting members of the Council voted electronically to adopt the following graduate catalog changes. (closed)

Education, effective fall 2018

Change of Course Title and Course Description

EDUC 5523. Trends and Issues in Training and ~~Development~~ **Human Resource Development**

Description: ~~A study of current national trends and issues in the fields of training and development. Emphasis on topics related to leadership, organizational culture, and total quality.~~

**Study of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development, needs assessments, task analysis, designing and implementing training programs, evaluating training programs, career development, and human performance consulting.**

Graduate Catalog Change

Human Resource Development, M.A.

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

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

Mission Statement: The Master of Arts with a major in human resource development, which requires 39 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.

A candidate may be required to submit a graduate portfolio to the graduate committee as part of the written comprehensive examination. The portfolio consists of selected papers demonstrating the student's research competence, audio or video tapes demonstrating counseling competence, and the results of a written comprehensive examination demonstrating informational and theoretical mastery. Enrollment in courses with the COUN prefix (with the exception of COUN 6013 ) requires admission to the Master of Arts in human resource development program or permission of the Counseling Program Coordinator.

Requirements:

- COUN 5103 - Professional Orientation
- COUN 5113 - Mediation and Conflict Resolution
- COUN 5223 - Career Development Counseling
- COUN 5333 - Employee Assistance Issues
- COUN 5373 - Human Resource Development Ethical Issues
- COUN 6013 - Human Relations
- COUN 6073 - Communication Skills for Human Resource Development
- COUN 6943 - Graduate Seminar in Human Resource Development
- EDUC 5053 - Introduction to Educational Research
- EDUC 5513 - Introduction to Training and Development
- EDUC 5523 - Trends and Issues in Training and ~~Development~~ **Human Resource Development**
- EDUC 5533 - Instructional Strategies for Adult Learners
- EDUC 5583 - Graduate Internship in Training and Development

Please Note the Following:

Students enrolled in the Master of Arts in Human Resource Development program at off-campus MSU locations may substitute approved courses for the following courses:

- COUN 5113 - Mediation and Conflict Resolution
- COUN 5203 - Introduction to Counseling
- COUN 5373 - Human Resource Development Ethical Issues
- COUN 6943 - Graduate Seminar in Human Resource Development

Training and Development Minor

Requirements:

- EDUC 5513 - Introduction to Training and Development
- EDUC 5523 - Trends and Issues in Training and ~~Development~~ **Human Resource Development**
- EDUC 5533 - Instructional Strategies for Adult Learners
- EDUC 5543 - Instructional Systems Design
- EDUC 5583 - Graduate Internship in Training and Development
- IDT 5143 - Multimedia Development I

Nursing, effective fall 2018

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

NURS ~~5104~~ **5102**. Diagnostic Studies and Ambulatory Procedures

Prerequisites: NURS 5111 and NURS ~~5112~~ **5113**

Lecture ~~4(1-0)~~ **2(2-0)**



## Change of Course Prerequisite

NURS 5111. Health Assessment for Advanced Nursing Practice Clinical  
 Prerequisites: ~~an undergraduate assessment course and~~ NURS 5043 (NURS 5043 may be taken concurrently,  
**NURS 5113**)

## Change of Course Number and Lecture/Lab Hours

NURS ~~5112~~ **5113**. Health Assessment for Advanced Nursing Practice  
 Lecture ~~2(2-0)~~ **3(3-0)**

## Change of Course Number, Course Prerequisite, and Lecture/Lab Hours

NURS ~~5321~~ **5322**. Diagnostics for Mental Disorders  
 Prerequisites: NURS 5111, NURS ~~5112~~ **5113**, or may be ~~concurrently enrolled~~ **taken concurrently**  
 Lecture ~~4(0-4)~~ **2(0-8)**

## Change of Course Number and Lecture/Lab Hours

NURS ~~5374~~ **5372**. Advanced Practicum II  
 Lecture ~~4(1-0)~~ **2(2-0)**

## Change of Course Prerequisite

NURS 5374. Advanced Practicum II Clinical  
 Prerequisites: NURS 5182, NURS 5184. Co-requisite: NURS ~~5374~~ **5372**

## Change of Course Number and Lecture/Lab Hours

NURS ~~5401~~ **5402**. Psychiatric Mental Health Advanced Practicum II  
 Lecture ~~4(1-0)~~ **2(2-0)**

## Change of Course Prerequisite

NURS 5404. Psychiatric Mental Health Advanced Practicum II Clinical  
 Prerequisites: NURS 5382, NURS 5384. Co-requisite: NURS ~~5404~~ **5402**

## Change of Course Description

NURS 6843. Evidence-Based Project I

Description: ~~This course is the first of a 3-course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is the project planning process. The student will develop a project topic within the context of the social, economic, political, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project and compose measurable, pertinent, and time-specific objectives.~~ **This course is designed to assist the student in the development of an evidence based project. The focus of this course is the project planning process and search for background information about the topic of choice The student will develop a project topic within the context of social, economic, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project, an evidence-based intervention, and compose measurable, pertinent, and time specific objectives.**

NURS 6853. Evidence-Based Project II

Description: ~~This course is the second of a 3-course sequence designed to assist the student in the development of an evidence-based project. This course adds to the project planning skills gained in NURS 6843. The focus of this course is performing a risk analysis, developing a timeline for project activities, identifying and communicating with stakeholders, selecting appropriate measures for objectives, identifying resources, and developing a project~~

~~budget.~~ **This course is designed to assist the student in the development of an evidence based project. This course continues the development of project planning skills gained in NURS 6843. The course focuses on developing a timeline for the project, identifying and communicating with stakeholders, selecting appropriate measures/tools for objectives, and analysis of risk.**

Deletion of Course

NURS 6863. Evidence-Based Project III

Graduate Catalog Changes, effective fall 2018

Nursing, M.S.N.

Nursing Core – ~~45~~ **16** hours

(for students enrolled in the Family Nurse Practitioner and Family Psychiatric Mental Health Nurse Practitioner Programs)

NURS 5023 - Research in Nursing

NURS 5043 - Pathological Processes for Advanced Nursing Practice

NURS 5103 - Theoretical Foundations in Nursing

NURS 5111 - Health Assessment for Advanced Nursing Practice Clinical

NURS 5111 - Health Assessment for Advanced Nursing Practice Clinical

1 (0-4)

Prerequisite(s): An undergraduate assessment course and NURS 5043. (NURS 5043 may be taken concurrently.)

**NURS 5113 (corequisite)**

Provides students the opportunity to refine and augment comprehensive health assessment knowledge and skills in individuals, families, groups, and communities (IFGC) across the lifespan. Emphasis is on the ability to distinguish pathological changes from normal variants. Additional diagnostic techniques are included.

~~NURS 5112~~ **5113**- Health Assessment for Advanced Nursing Practice

~~NURS 5112~~ **5113** - Health Assessment for Advanced Nursing Practice

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

Prerequisite(s): An undergraduate assessment course and NURS 5043. (NURS 5043 may be taken concurrently.)

**NURS 5111 (corequisite)**

Provides students the opportunity to refine and augment comprehensive health assessment knowledge and skills in individuals, families, groups, and communities (IFGC) across the lifespan. Emphasis is on the ability to distinguish pathological changes from normal variants. Additional diagnostic techniques are included.

NURS 5133 - Pharmacotherapeutics in Advanced Nursing Practice

Family Nurse Practitioner Option

Nursing Core – ~~45~~ **16** hours

(See Nursing Core above)

Requirements – ~~33~~ **32** hours

~~NURS 5104~~ **5102** - Diagnostic Studies and Ambulatory Procedures

~~NURS 5104~~ **5102** - Diagnostic Studies and Ambulatory Procedures

~~4-(4-0)~~ **2 (2-0)**

Prerequisite(s): NURS 5111 and ~~NURS 5112~~ **5113**.

Theory and technical skills basic to the beginning management of common office and emergency situations.

Focuses on such procedures as basic suturing techniques, application of splints and casts, diagnostic tests, and other procedures encountered by advanced practice nurses in the primary health setting.

NURS 5123 - Population Health in Graduate Nursing

NURS 5166 - Advanced Practice Across the Lifespan  
 NURS 5182 - Advanced Practicum I  
 NURS 5184 - Advanced Practicum I Clinical  
 NURS 5283 - Role of the Advanced Nurse Practitioner  
 NURS ~~5374~~ **5372** - Advanced ~~Practicum~~ **Practicum II**

NURS ~~5374~~ **5372** - Advanced ~~Practicum~~ **Practicum II**  
 1 (1-0) **2 (2-0)**

Formerly: Family Nurse Practitioner III

Prerequisite(s): NURS 5182, NURS 5184. Co-requisite: NURS 5374.

This course provides an opportunity to gain additional knowledge and application of diagnostic evaluation and therapeutics necessary to manage common health deviations across the lifespan among individuals, families, aggregates, communities, and societies. Primary care roles are emphasized. This course builds on components of NURS 5182/NURS 5184, to provide students with the opportunity to synthesize knowledge and theory in the application of primary care health management across the lifespan. This course is the capstone practicum experience for the family nurse practitioner program.

NURS 5374 - Advanced Practicum II Clinical

NURS 5374 - **Advanced Practicum II Clinical**

4 (0-16)

Formerly: Family Nurse Practitioner III Clinical

Prerequisite(s): NURS 5182, NURS 5184. Co-requisite: ~~NURS 5374~~ **NURS 5372**. This course provides an opportunity to gain additional knowledge and application of diagnostic evaluation and therapeutics necessary to manage common health deviations across the lifespan among individuals, families, aggregates, communities, and societies. Primary care roles are emphasized. This course builds on components of NURS 5182/NURS 5184, to provide students with the opportunity to synthesize knowledge and theory in the application of primary care health management across the lifespan. This course is the capstone practicum experience for the family nurse practitioner program.

NURS 6843 - Evidence Based Project I

3 (3-0)

Prerequisite(s): NURS 5023.

~~This course is the first of a 3 course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is the project planning process. The student will develop a project topic within the context of the social, economic, political, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project and compose measurable, pertinent, and time specific objectives.~~ **This course is designed to assist the student in the development of an evidence based project. The focus of this course is the project planning process and search for background information about the topic of choice. The student will develop a project topic within the context of social, economic, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project, an evidence-based intervention, and compose measurable, pertinent, and time specific objectives.**

NURS 6853 - Evidence Based Project II

3 (3-0)

Prerequisite(s): NURS 6843.

(formerly 6882)

~~This course is the second of a 3 course sequence designed to assist the student in the development of an evidence-based project. This course adds to the project planning skills gained in NURS 6843. The focus of this course is performing a risk analysis, developing a timeline for project activities, identifying and communicating with stakeholders, selecting appropriate measures for objectives, identifying resources, and developing a project budget.~~ **This course is designed to assist the student in the development of an evidence based project. This course continues the development of project planning skills gained in NURS 6843. The course focuses on**

**developing a timeline for the project, identifying and communicating with stakeholders, selecting appropriate measures/tools for objectives, and analysis of risk.**

~~NURS 6863 – Evidence Based Project III~~

~~NURS 6863 – Evidence Based Project III~~

~~3 (3-0)~~

~~Prerequisite(s): NURS 6853-  
(formerly 6892)~~

~~This course is the third of a 3-course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is developing a project evaluation plan, obtaining and providing peer critique, and delivering a professional presentation of the final project plan.~~

Total Hours for the FNP Program - 48

Family Psychiatric Mental Health Nurse Practitioner Option

Nursing Core – ~~45~~ **16** hours

(See Nursing Core above)

Requirements – ~~33~~ **32** hours

NURS 5123 - Population Health in Graduate Nursing

NURS 5283 - Role of the Advanced Nurse Practitioner

NURS ~~5324~~ **5322**- Diagnostics for Mental Disorders

NURS ~~5324~~ **5322**- Diagnostics for Mental Disorders

~~1 (0-4)~~ **2 (0-8)**

Prerequisite(s): NURS 5111, NURS ~~5412~~ **5113** or may be concurrently enrolled.

Provides foundational tools unique to the evaluation of psychiatric disorders and mental health problems and the assessment of cognitive/intellectual, emotional, socio-cultural and spiritual health of individuals, families, groups, and communities across the life span. Focus is on understanding interdisciplinary collaboration in the comprehensive assessment of the client experiencing serious/persistent psychiatric disorders and mental health problems. The student will begin to integrate assessment findings into the formulation of diagnoses based on criteria set forth in the Diagnostic and Statistical Manual of Mental Disorders (DSM).

NURS 5366 - Psychiatric Mental Health Advanced Practice Across the Lifespan

NURS 5382 - Psychiatric Mental Health Advanced Practicum I

NURS 5384 - Psychiatric Mental Health Advanced Practicum I Clinical

NURS ~~5404~~ **5402** - Psychiatric Mental Health Advanced Practicum II

NURS ~~5404~~ **5402** - Psychiatric Mental Health Advanced Practicum II

~~1 (1-0)~~ **2 (2-0)**

Formerly: Psychiatric Mental Health Nursing III

Prerequisite(s): NURS 5382, NURS 5384. Co-requisite: NURS 5404.

Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.

NURS 5404 - Psychiatric Mental Health Advanced Practicum II Clinical

NURS 5404 - Psychiatric Mental Health Advanced Practicum II Clinical

4 (0-16)

Formerly: Psychiatric Mental Health Nursing III Clinical

Prerequisite(s): NURS 5382, NURS 5384. Co-requisite: NURS ~~5404~~ **5402**.

Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A

supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.

NURS 6843 - Evidence Based Project I

3 (3-0) Prerequisite(s): NURS 5023.

~~This course is the first of a 3 course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is the project planning process. The student will develop a project topic within the context of the social, economic, political, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project and compose measurable, pertinent, and time specific objectives.~~ **This course is designed to assist the student in the development of an evidence based project. The focus of this course is the project planning process and search for background information about the topic of choice. The student will develop a project topic within the context of social, economic, technological, ethical, and legal forces influencing advance practice. The student will develop a problem statement and rationale for the project, an evidence-based intervention, and compose measurable, pertinent, and time specific objectives.**

NURS 6853 - Evidence Based Project II

3 (3-0)

Prerequisite(s): NURS 6843. (formerly 6882)

~~This course is the second of a 3 course sequence designed to assist the student in the development of an evidence-based project. This course adds to the project planning skills gained in NURS 6843. The focus of this course is performing a risk analysis, developing a timeline for project activities, identifying and communicating with stakeholders, selecting appropriate measures for objectives, identifying resources, and developing a project budget.~~ **This course is designed to assist the student in the development of an evidence based project. This course continues the development of project planning skills gained in NURS 6843. The course focuses on developing a timeline for the project, identifying and communicating with stakeholders, selecting appropriate measures/tools for objectives, and analysis of risk.**

~~NURS 6863—Evidence Based Project III~~

NURS 6863—Evidence Based Project III

3 (3-0)

Prerequisite(s): NURS 6853. (formerly 6892)

~~This course is the third of a 3 course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is developing a project evaluation plan, obtaining and providing peer critique, and delivering a professional presentation of the final project plan.~~

Total Hours for the PMHNP Program – 48

Respectfully submitted.

Deb Schulte, Assistant to the Provost