Academic Council Minutes
March 2025
Midwestern State University

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

Voting Members:
Dr. Bob Brennan, Dean, McCoy College of Science, Mathematics, and Engineering
Leah Gose, Dean, Lamar D. Fain College of Fine Arts
Dr. Leann Curry, Dean, Gordon T. and Ellen West College of Education & Professional Studies
Dr. Jeff Killion, Dean, Robert D. and Carol Gunn College of Health Sciences and Human Services
Dr. Jeff Stambaugh, Dean, Dillard College of Business Administration
Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences
Dr. Tiffany Ziegler, Dean, Dr. Billie Doris McAda Graduate School
Dr. Randy Case, Faculty Senate representative
Student Government Association representative (absent)

Additional Attendees:
Dr. Kristen Garrison, Associate Vice President for Academic Affairs
Elizabeth Lewandowski, Professor of Theatre and Core Curriculum Committee Chair
Cortny Moorehead, University Librarian, Moffett Library
Kenley O'Brien, Associate Registrar
Elizabeth Ysasi, Staff Senate representative and Associate Director of Admissions
Dr. Zora Carrier, Director, Wichita Falls Museum of Art
Sonia White, Director, Center for Nonprofit Management and Leadership
Marla Malone, Assistant Director, Nonprofit Management Center and AmeriCorps Planning

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

Approval of Minutes

Dr. Brown Marsden asked for a motion for the February 2025 minutes to be brought forward for approval. Dr. Ziegler approved, Dean Gose seconded, and the minutes were approved.

Old Business

No academic program approvals were submitted for the March TTUS Board of Regents meeting. The next meeting will be in May. We are looking into whether we need the certificate items approved at the next meeting.

New Business

New course developed as part of AmeriCorps Grant – Dr. Kristen Garrison

1. Brown Marsden asked for a voting member to move for approval of the below item. Dr. Stambaugh moved for approval, Dean Gose seconded the motion, and the item was approved.

2. Sonia White reported AmeriCorps is a service program where students gain hands-on experience while performing service to the community. She indicated this course will allow students to gain experience aligned with their majors. Students put in hours for service and earn education awards with stipends. This zero-credit course will allow students to enroll and start the process.

Course Inventory Update:

New Course Addition – Effective Fall 2025

Course Prefix: **MWSU**
Course Number: **3330**
Course Title: **Mustangs Serve**
Prerequisite(s): **Completed application for AmeriCorps and program manager approval**
Description: **This practicum provides MSU students the opportunity to serve the community through AmeriCorps service and develop transferable skills to enhance employability and professional development.**
Lec/Lab Hrs: **0**
Type of Course: **Practicum**
Course Objectives:
1. Address identified community needs through direct service in the AmeriCorps service program.
2. Develop transferable skills including leadership, teamwork, and problem solving.

Dillard College of Business Administration – Dr. Stambaugh

3. Dr. Stambaugh submitted the following undergraduate item for approval. Dr. Ziegler seconded the motion and the item was approved.

2024-2025 Undergraduate Catalog Change by Dillard College

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

Courses for Major in Marketing - 30 semester hours

- MKTG 3763 - Professional Selling 3
- MKTG 3823 - Consumer Behavior 3

- MKTG 4143 - Marketing Research 3
- MKTG 4423 - Marketing Analytics in Practice 3
- MKTG 4753 Marketing Strategy

MKTG 4753 - Marketing Strategy

3(3-0)

Prerequisite(s): ~~12~~ **9** semester hours of marketing coursework including MKTG 3723 or consent of the instructor and chair.

The utilization of qualitative and quantitative models to analyze various marketing functional areas as well as oral and written cases in solving strategic and managerial marketing problems.

9 hours from:

- BUAD 4993 - International Issues in Business 3
- MKTG 3743 - Digital and Social Media Marketing 3
- MKTG 4203 - Promotion Management 3
- MKTG 4223 - Retailing 3
- MKTG 4403 - Advanced Digital Marketing 3
- MKTG 4413 - Predictive Marketing Analysis 3
- MKTG 4423 - Marketing Analytics in Practice 3
- MKTG 4643 - International Marketing 3
- MKTG 4553 - Independent Study in Marketing 3 semester hours
- MKTG 4663 - Special Topics in Marketing 3
- MKTG 4723 - Services Marketing 3
- MKTG 4891 - Internship in Marketing 1
- MKTG 4892 - Internship in Marketing 2
- MKTG 4893 - Internship in Marketing 3
- MGMT 3783 - Entrepreneurship and Management of Small Enterprises 3
- MIS 3203 - Electronic Commerce 3

Advanced Course from the Dillard College of Business Administration - 3 hours

Three hours from any advanced course from the Dillard College of Business Administration.

Advanced Course in any Other College - 3 hours

Three hours from any advanced course in any other college.

Approved Electives

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

Course Inventory Update:

Change of Course Prerequisite – Effective Fall 2025

Course Prefix: MKTG
Course Number: 4753
Course Title: Marketing Strategy
Prerequisite(s): ~~12~~ **9** semester hours of marketing coursework including MKTG 3723 or consent of the instructor and chair.

West College of Education and Professional Studies – Dr. Curry

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

Early Childhood Studies and Early Care, B.S.E. (non-certification)
Effective Date Fall 2025

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

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Core Curriculum Specifics

COUN 2023 - Human Development 3
EDUC 2013 - School and Society 3
COUN 2143 - Human Diversity 3

Major Requirements - 54 semester hours*
ECED 3103 - Introduction to Young Children 3
ECED 3173 - ESL Methods and Materials 3
ECED 4123 - Early Childhood Development: Language and Literacy 3
ECED 4133 - Early Childhood Curriculum 3
ECED 4203 - Infant and Toddler Care and Program Development 3
ECED 4213 - Guidance Strategies and Management Techniques for Young Children 3
ECED 4223 - Developmentally Appropriate Practices 3

ECED 4233 - Play and Learning Environments for Young Children 3
ECED 4403 - Ethics, Professional Standards, and Regulations in Early Care and Preschool Programs 3
ECED 4413 - Organization, Administration, and Leadership in Early Care and Preschool Programs 3
~~ECED 4423 - Culturally and Linguistically Appropriate Early Childhood Teaching Practices 3~~
ECED 4423 Early Care Connections 3
ECED 4433 - Health, Safety, and Nutrition in Early Care and Preschool Programs 3
ECED 4806 - Early Childhood Practicum 6
~~KNES 1933 - Emotional, Social, and Physical Wellness of Young Children 3~~
KNES 1933 Physical Development and Wellness of Young Children 3

ECED 3203 Social-Emotional Learning in Early Childhood 3
or
SOCL 4633 - The Sociology of Family Violence 3
or
SOWK 3233 - Parenting: Family and Community 3
or
SOWK 3453 - Child Welfare Policy and Practice 3

SPED 3613 - Exceptional Individuals 3
or
SPED 3523 - Introduction to Individuals with Disabilities 3
SPED 4533 - Early Childhood Special Education 3

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

Total semester hours - 120
*program requires 36 advanced hours

5. Dr. Curry submitted the following undergraduate item for approval. Dr. Stambaugh seconded the motion and the item was approved.

Course Inventory Updates:

New Course Addition – Effective Fall 2025

Course Prefix: **ECED**
Course Number: **3203**
Course Title: **Social-Emotional Learning in Early Childhood**
Prerequisite(s):
Description: **Early childhood professionals will learn strategies to promote the growth and development of social-emotional learning for young children birth to age 8. Strategies will include teaching children how to recognize and regulate emotions, identifying tools for**

validating feelings, and understanding key concepts for building resilience in young children.
Lec/Lab Hrs: **3(3-0)**
Type of Course: **Lecture**
Course Objectives:
1. Define social-emotional learning (SEL) related to children and families in an early childhood setting. (NAEYC 1; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development)
2. Use self-assessment and reflection to increase SEL awareness. (NAEYC 1, 4)
3. Review and reflect on evidence-informed practices that support SEL and equitable classroom practices with children and families. (NAEYC 1, 4)
4. Plan approaches and strategies to enhance and grow SEL practices with children and families in an early childhood setting (NAEYC 1, 4).
5. Demonstrate an understanding of developmentally appropriate strategies that can support young children in exploring and learning to overcome challenging problems. (NAEYC 4)
6. Compare different strategies and methods for providing social and emotional support and positive guidance for young children, such as consistent daily routines, scaffolding peer conflict resolution, calming strategies, and teaching about empathy. (NAEYC 1, 4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development))
7. Analyze the various ways to establish trusting relationships with young children through responsive caregiving practices like modeling kindness and respect. (NAEYC 4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development))
8. Examine best practices and methods for children to develop social and emotional skills, independence, responsibility, perspective-taking skills, and cooperative learning skills to manage or regulate their expressions of emotion and, over time, to cope with frustration, develop resilience, learn self –awareness, and manage impulses. (NAEYC 4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Social and Emotional Development)

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

Change of Course Title and Description – Effective Fall 2025

Course Prefix: KNES
Course Number: 1933
Course Title: **Physical Development and Wellness of Young Children** ~~Emotional, Social, and Physical Wellness of Young Children~~
Prerequisite(s):
Description: ~~An introduction to the standards and practices that promote young children's physical and mental well-being, and maintenance of safe learning environments. It includes the examination of factors impacting a child's growth and development related to health, nutrition,~~

~~and fitness. The course focuses on instructionally and developmentally appropriate strategies and activities for young children.~~ **An introduction to the standards and practices that promote young children's physical well-being, and maintenance of safe learning environments. It includes the examination of factors impacting a child's growth and development related to health, nutrition, and fitness. The course focuses on instructional and developmentally appropriate strategies and activities for young children.**
Lec/Lab Hrs: 3(3-0)
Type of Course: Lecture
Course Objectives:
1. Demonstrate knowledge of designing and developing quality curriculum related to young children's physical development and are familiar with the processes that help children develop fundamental competence, skillful practices, and fitness in physical education (NAEYC 1,
2. Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instruction to include all students (NAEYC 1, 4, 5)
3. Demonstrate the ability to use instructionally effective and developmentally appropriate approaches to teaching that enhance young children's learning and development of fine and gross motor skills (NAEYC 1, 5).
4. Identify and explain the components of physical education including spatial awareness, agility, balance, coordination, endurance, and force (NAEYC 5).
5. Describe why health education is a necessary component in the early childhood programs and identify health and safety guidelines and practices for the prevention and management of common illnesses, diseases, and injuries (NAEYC 5).
6. Identify and explain the influence of family, peers, culture, & others on health behavior (NAEYC 1, 2, 4).
7. Demonstrate a knowledge of and design activities in both indoor and outdoor environments with a focus on safety and developmental appropriateness (NAEYC1,5).
8. Identify and explain the importance of assessment to a child's physical development (NAEYC 4)
9. Identify and explain the importance of nutrition as a necessary component in health education in early childhood (NAEYC 5).

Change of Course Title, Description, and Objectives – Effective Fall 2025

Course Prefix: ECED
Course Number: 4423
Course Title: **Early Care Connections** ~~Culturally and Linguistically Appropriate Early Childhood Teaching Practices~~
Prerequisite(s):
Description: ~~Teaching methods and professional practices that are culturally relevant and appropriate for culturally and linguistically diverse children and families.~~ **Methods and practices for early care settings that ensure resources, activities, and spaces are designed to make all young children and their families feel valued and connected in the learning environment.**
Lec/Lab Hrs: 3(3-0)
Type of Course: Lecture
Course Objectives:

~~1. Illustrates understanding of the importance of familial practices as an influence on a child's development. (NAEYC 1,2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators)~~
~~2. Creates lessons and activities for different ages where children can be engaged in positive discussions, read-alouds, and play activities focused on cultural differences. (NAEYC 1,4; Texas Core Competencies for Early Childhood Practitioners and Administrators)~~
~~3. Comprehends the importance of building relationships and engaging in reciprocal partnerships with families. of culture on interactions with families and identifies how to engage in effective and positive conversations with all children and families. (NAEYC 2, 4; Texas Core Competencies for Early Childhood Practitioners and Administrators)~~
~~4. Reflects on own biases and gaps in knowledge regarding cultural influences on children Builds professional competencies as an early childhood educator working in an inclusive environment and identifies where to seek resources and support. (NAEYC 4, 7; Texas Core Competencies for Early Childhood Practitioners and Administrators)~~
~~5. Demonstrates knowledge of how to set up an inclusive environment for young children that fosters a sense of belonging and ensures access for all young children.. (NAEYC 1, 4; Texas Core Competencies for Early Childhood Practitioners and Administrators)~~
~~6. Recognizes that language plays a critical role in children's connection to their culture and community and distinguishes best practices that support the use of children's home languages. (NAEYC 2,4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings)~~
~~7. Explains the role of culture in play and best practices for creating inclusive play environments for young children. how play can be a way for children to explore cultural roles, values, and norms. (NAEYC 1,2,4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings)~~

1. Illustrates understanding of the importance of a family's culture as an influence on a child's development. (NAEYC 1,2,4; Texas Core Competencies for Early Childhood Practitioners and Administrators 6.1)
2. Demonstrates knowledge of how to set up an inclusive environment for young children that fosters a sense of belonging and ensures access for all young children. (NAEYC 1, 4; Texas Core Competencies for Early Childhood Practitioners and Administrators 1.3)
3. Plans activities designed for children with special needs to be included in play, and demonstrates knowledge of how to incorporate assistive technology for children with special needs. (NAEYC 1, 4, Texas Core Competencies for Early Childhood Practitioners and Administrators 1.3)
4. Recognizes that language plays a critical role in children's connection to their culture and community and distinguishes best practices that support young children whose first language is not English. (NAEYC 2,4; Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines: Culturally Appropriate Practice in Early Childhood Settings)
5. Explains the key components of trauma informed care and demonstrates understanding of trauma informed best practices in early care NAEYC 1,7; Texas Core Competencies for Early Childhood Practitioners and Administrators 3,7).
6. Analyzes basic needs of families and address how that effects early care best practices (NAEYC 1,6; Texas Core Competencies for Early Childhood Practitioners and Administrators3,7).

Gunn College of Health Sciences and Human Services – Dr. Killion

7. Dr. Killion submitted the following undergraduate item for approval. Dr. Ziegler seconded the motion and the item was approved.

Course Inventory Update:

Change of Lecture/Lab Hours – Effective Fall 2025

Course Prefix: RADS
Course Number: 3513
Course Title: Physics and Equipment in Medical Imaging
Prerequisite(s): Must be a Radiologic Technology major
Description:
Lec/Lab Hrs: ~~3(3-0)~~ **3(2-2)**

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

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

Computer Science, B.A.

The requirements for the degree of Bachelor of Arts with a major in computer science 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)
Bachelor of Arts

(see Requirements for the Bachelor of Science Degree)
Program Requirements

Major

- CMPS 1044 - Computer Science I 4
- CMPS 1063 - Data Structures and ADT 3
- CMPS 2084 - Introduction to Computer Architecture 4
- CMPS 2143 - Object-Oriented Programming 3

- CMPS 2433 - Discrete Structures and Analysis 3
- CMPS 3013 - Advanced Structures and Algorithms 3
- CMPS 3023 - Logic Design 3
- CMPS 3233 - Theory of Computation 3
- CMPS 4103 - Introduction to Operating Systems 3
- CMPS 4113 - Software Engineering 3
- CMPS 4143 - Topics in Contemporary Programming Languages 3
- CMPS 4991 - Seminar in Social Responsibility 1 ~~semester hour~~

Computer Science Electives - 18 hours

Eighteen (18) hours of computer science electives (15 advanced).

Note:
~~(~~CMPS 1013 and CMPS 1023 **and CMPS 3613** may not be counted toward a major in Computer Science.~~)~~

Minor

Minor is not required.

Additional Requirements

- MATH 1233 - College Algebra 3
- MATH 1433 - Plane Trigonometry 3
- STAT 3573 - Probability and Statistics 3

Computer Science Exit Exam

Electives as necessary to complete 120 hours

Computer Science, B.S.

The requirements for the degree of Bachelor of Science with a major in computer science are as follows:

(Also see information on the Accelerated Bachelor of Science/Master of Science with a major in Computer Science.)

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)
Bachelor of Science

(see Requirements for the Bachelor of Science Degree)
Program Requirements

Major

- CMPS 1044 - Computer Science I 4
- CMPS 1063 - Data Structures and ADT 3
- CMPS 2084 - Introduction to Computer Architecture 4
- CMPS 2143 - Object-Oriented Programming 3
- CMPS 2433 - Discrete Structures and Analysis 3
- CMPS 3013 - Advanced Structures and Algorithms 3
- CMPS 3023 - Logic Design 3
- CMPS 3233 - Theory of Computation 3
- CMPS 4103 - Introduction to Operating Systems 3
- CMPS 4113 - Software Engineering 3
- CMPS 4143 - Topics in Contemporary Programming Languages 3
- CMPS 4991 - Seminar in Social Responsibility 1 ~~semester hour~~

Computer Science Electives - 18 hours

Eighteen (18) hours of computer science electives (15 advanced).

Note:
~~(~~CMPS 1013 and CMPS 1023 **and CMPS 3613** may not be counted toward a major in Computer Science.~~)~~

Minor

Minor is not required.

Additional Requirements

- MATH 1534 - Precalculus 4
- MATH 1634 - Calculus I 4
- MATH 1734 - Calculus II 4
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- PHYS 2644 - Electricity and Magnetism and Optics 4

3 hours from

- MATH 2753 - Linear Algebra 3
- MATH 3533 - Numerical Analysis 3
- MATH 4243 - Operations Research 3

Computer Science Exit Exam

Electives as necessary to complete 120 hours

Course Inventory Updates:

New Course Addition – Effective Fall 2025

Course Prefix: **CMPS**
Course Number: **3613**
Course Title: **System Fundamentals**
Prerequisite(s): **Sophomore level or above**
Description: **This course explores the foundational principles of computer architecture and operating systems, essential for understanding secure and optimized system design. Students will learn how hardware and OS layers interact to balance efficient computation with robust security. Students will be introduced to UNIX. Intended for students seeking a CYBS minor, a certificate in cybersecurity or data science, or a BAAS degree.**
Lec/Lab Hrs: **3(3-0)**
Type of Course: **Lecture**
Course Objectives:
The student learning objectives for the course:
• Understand the fundamental principles of computer architecture and operating systems, including their roles in creating efficient and secure computing systems.
• Analyze the interactions between hardware and software layers to identify potential vulnerabilities and performance considerations in system design.
• Understand how OS and architecture principles apply to cloud computing platforms and distributed systems.
• Understand the basics of the UNIX OS
• Apply foundational knowledge of architecture and operating systems to prepare for advanced studies in computer and network security and data science.

9. Dr. Brennan submitted the following undergraduate items for approval. Dr. Killion seconded the motion and the items were approved.

Chemistry, B.S.

Programs of study leading to the degree of Bachelor of Science with a major in chemistry are as follows:

Professional focus - option A.
This program provides the academic foundation for students who may wish to continue their studies in graduate chemistry, chemical engineering, or biochemistry. Students completing this program with 3 additional advanced chemistry hours and a chemistry GPA of 2.5 or better will be certified by the Committee on Professional Training of the American Chemical Society.

Interdisciplinary focus - option B.
This program provides the academic foundation in chemistry for students who may wish to reinforce their degree with a background in biology, business, computer science, chemical engineering, or other areas.

Biochemistry/Pre-Professional focus - option C.
This program provides the academic foundation for students who wish to continue their studies in biochemistry at the graduate level or in professional schools of optometry, physical therapy, pharmacy, physician's assistant, medicine, dentistry, or veterinary medicine. Students will also be able to matriculate into the Research and Development areas of industry and areas of forensic science.

Pre-Pharmacy focus - option D (this option not meant for continuing to graduate school in chemistry).
This program provides the academic foundation for students who wish to focus their studies for matriculation into a pharmacy program. This focus is meant to prepare the student with the scientific background to do well in a pharmacy program. Matriculation into a pharmacy program is dependent on the students GPA and PCAT scores as well as shadowing and community service.

Water Chemistry - option E (this option not meant for continuing to graduate school in chemistry).
This program provides the academic foundation for students who wish to focus their studies in the water chemistry industry. Water treatment and reuse is essential for our growing population. Whether it is in an industrial setting or a water treatment plant this major option will help students focus on future water careers in the job market.

For advancement as a pre-professional student seeking to gain admission to professional school (Medical, Dental, Veterinary Medicine, Physician's Assistant, Pharmacy, etc.), it is expected that students in options A - E will gain experience, formally or informally, in how these practices are run. This experience can be gained through employment, paid or unpaid internships, volunteering, or other instances where students can observe the various aspects of a professional practice.

The requirements for the degree of Bachelor of Science with a major in chemistry 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)
Bachelor of Science

(see Requirements for the Bachelor of Science Degree)
Major

Option A, ACS Certification

- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- CHEM 1253 - Descriptive Inorganic Chemistry 3
- CHEM 2001 - Organic Chemistry I Laboratory 1
- CHEM 2003 - Organic Chemistry I 3
- CHEM 2011 - Organic Chemistry II Laboratory 1
- CHEM 2013 - Organic Chemistry II 3
- CHEM 3305 - Analytical Chemistry I 5
- CHEM 3405 - Analytical Chemistry II 5
- CHEM 3603 - Physical Chemistry I 3
- CHEM 3705 - Physical Chemistry II 5
- CHEM 4243 - Biochemistry 3
- CHEM 4305 - Advanced Inorganic Chemistry 5
- CHEM 4001 - Seminar 1 semester hour (2 hours required)

Additional Advanced Courses - 4 hours

Three additional advanced hours in chemistry, exclusive of CHEM 3504.
One additional advanced laboratory hour in chemistry is required, exclusive of CHEM 3504.
Note:

Must maintain an overall GPA of 2.5 or better for certification.

(Those students who wish to continue their studies in graduate biochemistry should take CHEM 4242 and CHEM 4253.)
American Chemical Society Certification–With Honors

This designation will be awarded to students fulfilling the following:

- All regular requirements for the Bachelor of Science with a major in chemistry (Option A) and all the requirements for certification by the Committee on Professional Training of the American Chemical Society.
- Minimum GPA: 3.0 overall; 3.3 in chemistry courses.
- A minimum of 4 semester hours must be earned in independent research (CHEM 4911, CHEM 4922, CHEM 4933); this should be commenced in the junior year or earlier.
- Acceptance of a B.S. research paper (covering the undergraduate independent research project) by the chemistry faculty and the chair of the Honors committee.
- Presentation of a public lecture on the research paper to the chemistry faculty.

Option B

- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- **CHEM 1253 - Descriptive Inorganic Chemistry 3**
- CHEM 2001 - Organic Chemistry I Laboratory 1
- CHEM 2003 - Organic Chemistry I 3
- CHEM 2011 - Organic Chemistry II Laboratory 1
- CHEM 2013 - Organic Chemistry II 3
- CHEM 3305 - Analytical Chemistry I 5
- CHEM 3603 - Physical Chemistry I 3
- CHEM 4001 - Seminar 1 semester hour (2 hours required)

Pick Two Additional Courses

- CHEM 3405 - Analytical Chemistry II 5
- or
- **CHEM 4133 Advanced Organic Chemistry**
- or
- CHEM 4242 - Biochemistry Laboratory 2 and
- CHEM 4243 - Biochemistry 3
- **or**
- **CHEM 4253 - Biochemistry 3**
- or
- CHEM 3705 - Physical Chemistry II 5
- or
- CHEM 3504 - Introductory Environmental Chemistry 4

Option C

- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- **CHEM 1253 - Descriptive Inorganic Chemistry 3**
- CHEM 2001 - Organic Chemistry I Laboratory 1
- CHEM 2003 - Organic Chemistry I 3
- CHEM 2011 - Organic Chemistry II Laboratory 1
- CHEM 2013 - Organic Chemistry II 3
- CHEM 4001 - Seminar 1 semester hour (two hours required)
- CHEM 4242 - Biochemistry Laboratory 2
- CHEM 4243 - Biochemistry 3

- CHEM 4253 - Biochemistry 3

Additional Courses

- 2 classes from the following:
- CHEM 3305 - Analytical Chemistry I 5
- CHEM 3405 - Analytical Chemistry II 5
- CHEM 3603 - Physical Chemistry I 3
- CHEM 3705 - Physical Chemistry II 5
- CHEM 4133 - Advanced Organic Chemistry 3
- CHEM 4305 - Advanced Inorganic Chemistry 5

Option D

- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- CHEM 2001 - Organic Chemistry I Laboratory 1
- CHEM 2003 - Organic Chemistry I 3
- CHEM 2011 - Organic Chemistry II Laboratory 1
- CHEM 2013 - Organic Chemistry II 3
- CHEM 3305 - Analytical Chemistry I 5
- CHEM 3405 - Analytical Chemistry II 5
- CHEM 4001 - Seminar 1 semester hour (two hours required)
- CHEM 4242 - Biochemistry Laboratory 2
- CHEM 4243 - Biochemistry 3
- CHEM 4253 - Biochemistry 3

Option E

- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- CHEM 1241 - General Chemistry Laboratory 1
- CHEM 1243 - General Chemistry 3
- CHEM 2001 - Organic Chemistry I Laboratory 1
- CHEM 2003 - Organic Chemistry I 3
- CHEM 2011 - Organic Chemistry II Laboratory 1
- CHEM 2013 - Organic Chemistry II 3
- CHEM 3305 - Analytical Chemistry I 5
- CHEM 3405 - Analytical Chemistry II 5
- CHEM 3504 - Introductory Environmental Chemistry 4
- CHEM 4001 - Seminar 1 semester hour (two hours required)

Optional Minor

Option A

Professional Chemistry:

Mathematics (See the Chemistry Program Advisor for specific course requirements.) OR
Physics (see the Chemistry Program Advisor for specific course requirements); OR
Other (see the Chemistry Program Advisor for specific course requirements)

Option B

Biology Emphasis - Biology; OR
Business Emphasis - Business Administration; OR
Computer Science Emphasis - Computer Science
Others (See your academic advisor.)

Option C

Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Medical, Pre-Dental, or Pre-Veterinary - Biology - (See Biology and the Health Professions Advisor for specific course requirements.)
Others (See your academic advisor.)

Option D

Biology Emphasis (See Biology and the Health Professions Advisor for specific course requirements.)
Others (See your academic advisor.)

Option E

None suggested (see your academic advisor for questions.)

Additional Requirements:

Requirements common to all optional degree plans:

- MATH 1634 - Calculus I 4
- STAT 3573 - Probability and Statistics 3

Option A

- MATH 1734 - Calculus II 4
- MATH 2534 - Calculus III 4

- MATH 3433 - Differential Equations 3
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- PHYS 2644 - Electricity and Magnetism and Optics 4

Option B

- MATH 1734 - Calculus II 4
- MATH 2534 - Calculus III 4
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- PHYS 2644 - Electricity and Magnetism and Optics 4
- See advisor for additional requirements.

Option C

- MATH 1734 - Calculus II 4
- BIOL 1114 - Life I: Molecular & Cellular Concepts 4
- BIOL 1214 - Life II: Evolution and Ecology 4
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- PHYS 2644 - Electricity and Magnetism and Optics 4

*~~16~~ **12** hours Advanced Biology

* Suggested classes for ~~16~~ **12** hours of Advanced Biology for Option C are (see advisor when choosing classes):

- BIOL 3314 - General Microbiology 4
- BIOL 3334 - Genetics 4 (needed for the minor)
- BIOL 3434 - Entomology 4
-
- BIOL 4021 - Immunology Laboratory 1
- and
- BIOL 4023 - Immunology 3
-
- BIOL 4231 - Molecular Biology Laboratory 1
- and
- BIOL 4233 - Molecular Biology 3
-
- BIOL 4524 - Animal Parasitology 4
- BIOL 4714 - Cell Biology 4

Option D

- PHYS 1144 - General Physics 4

- Or
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4

- ECON 2333 - Macroeconomic Principles 3
- SPCH 1133 - Fundamentals of Speech Communication 3
- BIOL 1114 - Life I: Molecular & Cellular Concepts 4
- BIOL 1214 - Life II: Evolution and Ecology 4
- BIOL 1134 - Anatomy and Physiology I 4
- BIOL 1234 - Anatomy and Physiology II 4
- BIOL 3314 - General Microbiology 4
- BIOL 3334 - Genetics 4

- BIOL 4231 - Molecular Biology Laboratory 1
- And
- BIOL 4233 - Molecular Biology 3

Option E

- BIOL 1114 - Life I: Molecular & Cellular Concepts 4
- BIOL 1214 - Life II: Evolution and Ecology 4
-
- PHYS 1144 - General Physics 4
- Or
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
-
- GEOS 1134 - Physical Geology 4
- STEM 4900 - Internship in STEM 0 semester hours

*4 courses from Advanced Biology

*Suggested classes of Advanced Biology for Option E are (see advisor when choosing classes):

- BIOL 3044 - Bacteriology 4
- BIOL 3214 - Botany: Plant Life 4
- BIOL 3314 - General Microbiology 4
- BIOL 4524 - Animal Parasitology 4
- BIOL 4684 - Ecology 4

*4 courses from Geosciences/Environmental

*Suggested classes of Advanced geosciences/environmental for Option E are (see advisor when choosing classes):

- GEOS 3044 - Geographic Information Systems (GIS) 4

- GEOS 4233 - Groundwater Hydrology 3
- GEOS 4734 - Hydrology 4
- GEOS 4844 - Environmental Geophysics 4
- ENSC 3103 - Environmental Policies and Laws 3

Electives
Additional hours as needed to total a minimum of 120 semester credit hours with a minimum of 33 advanced.

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

Computational Science Minor

Requirements for a Minor in Computational Science - 19-22 semester hours

Required Courses (7 hours)

Courses counted toward a major or another minor do not count towards this minor. Students may substitute a course from another category.

- CMPS 1023 - The Digital Culture 3
- CMPS 1044 - Computer Science I 4
-

Choose 6-8 hours from the following (2 courses)

Courses counted toward a major or another minor do not count towards this minor.

- CMPS 1063 - Data Structures and ADT 3
- CMPS 2433 - Discrete Structures and Analysis 3
- MATH 1634 - Calculus I 4
- MATH 1734 - Calculus II 4
- MATH 2534 - Calculus III 4
- MATH 2753 - Linear Algebra 3
- PHYS 1624 - Mechanics, Wave Motion, and Heat 4
- PHYS 2644 - Electricity and Magnetism and Optics 4
- GEOS 1134 - Physical Geology 4

Applied Math - Choose 3 hours from the following (1 course)

Math majors applying all courses to the major may substitute an advanced course from another category. Prerequisites for all courses must be met.

- MATH 3433 - Differential Equations 3
- MATH 3533 - Numerical Analysis 3

- STAT 3573 - Probability and Statistics 3

Choose 3-4 hours from the following (1 course)

Courses counted toward another major or minor do not count towards this minor. Prerequisites for all courses must be met or have approval from chair of department offering course.

- CMPS 3013 - Advanced Structures and Algorithms 3
- **CMPS 3603 – Programming for Data Science 3**
- CMPS 4233 - Artificial Intelligence 3
- CMPS 4553 - Topics in Computational Science 3
- MATH 4243 - Operations Research 3
- MATH 4933 - Topics 3 (with approval of Math chair)
- GEOS 3044 - Geographic Information Systems (GIS) 4
- GEOS 3084 - Computing in Geoscience and Engineering 4
- GEOS 4084 - Fundamentals of Geospatial Programming 4
- GEOS 3634 - Fundamentals of Remote Sensing 4
- GEOS 4134 - Applied Petroleum Geology 4

Course Inventory Update:

New Course Addition – Effective Fall 2025

Course Prefix: **CMPS**
Course Number: **3603**
Course Title: **Programming for Data Science**
Prerequisite(s): **Sophomore level or above**
Description: **This course introduces the fundamentals of Python programming with a strong focus on its applications in data science. This course is ideal for beginners to Python and data science, as well as professionals transitioning into data-focused roles. No prior programming or data science experience is required, but a basic understanding of mathematics and statistics is recommended. Intended for students seeking a CMPT minor, a certificate in data science, or a BAAS degree.**
Lec/Lab Hrs: **3(3-0)**
Type of Course: **Lecture**
Course Objectives:
The student learning objectives for the course:
- **Understand the basics of the Python Programming Language**
- **Understand how to manipulate data, perform exploratory data analysis, and create insightful visualizations using essential Python libraries like NumPy, pandas, Matplotlib, and Seaborn.**
- **Gain hands-on experience with real-world datasets to perform statistical analysis, data cleaning, and feature engineering.**

11. Dr. Brennan submitted the following undergraduate items for approval. Dean Gose seconded the motion and the items were approved.

Cybersecurity Minor

Requirements for a Minor in Cybersecurity - 19-~~20~~ semester hours

Minor only available to students not majoring in Computer Science

Required courses - ~~13-14~~ **16** hours

- ~~One of:~~
- CMPS 1023 - The Digital Culture (has binary #s in it and concepts of privacy, etc.) **3**
  - ~~CMPS 2084 - Introduction to Computer Architecture~~
- CMPS 1044 - Computer Science I **4**
- ~~CMPS 1063 - Data Structures and ADT~~
- **CMPS 3613 – System Fundamentals 3**
- CMPS 3663 - Intro to Computer & Network Security **3**
- **CMPS 4663 - Topics in Computer and Networking Security 3**

~~Electives – 3 advanced hours~~

~~Select 6 hours from the following:~~

- ~~CMPS 4103 - Introduction to Operating Systems~~
- CMPS 4663 - Topics in Computer and Networking Security **3** (~~May be repeated~~ Repeat for credit under different topics ~~approved by department chair~~.)
- ~~(MATH course in Cryptography with approval of department chair.)~~

12. Dr. Brennan submitted the following undergraduate items for approval. Dr. Stambaugh seconded the motion and the items were approved.

Requirements for a Certificate in Cybersecurity – 12-14 semester hours

Certificate available to all majors.

Required courses – 12-14 hours

- **One of**
  - **CMPS 1023 - The Digital Culture**
  - **CMPS 1044 - Computer Science I**
- **One of**
  - **CMPS 2084 – Intro to Computer Architecture (for CMPS majors only)**

- **CMPS 3613 – System Fundamentals (for all other majors)**
- **CMPS 3663 – Intro to Computer & Network Security**
- **CMPS 4663 - Topics in Computer and Networking Security**

Course Inventory Update:

Change of Course Prerequisite – Effective Fall 2025

Course Prefix: CMPS
Course Number: 3663
Course Title: Intro to Computer and Network Security
Prerequisite(s): CMPS 1023 or CMPS 2084 ~~with grade of C or higher~~ AND CMPS 1063 with grades of C or higher **OR CMPS 3613 with grade of C or higher**.

13. Dr. Brennan submitted the following undergraduate item for approval. Dr. Ziegler seconded the motion and the item was approved.

High Performance Computing Minor

Requirements for a Minor in High Performance Computing – **19-23 semester hours**

Minor only available to students not majoring in Computer Science

Required Courses (23 hours) - Non-Math Majors

- CMPS 1044 - Computer Science I 4
- CMPS 1063 - Data Structures and ADT 3

9 credit hours in:
- CMPS 4563 - Topics in Parallel and Distributed Computing 3 (Must be repeated for credit under different topics approved by department chair.)

- MATH 1634 - Calculus I 4
- MATH 2753 - Linear Algebra 3

Required Courses (19-20 hours) - Math Majors

- CMPS 1044 - Computer Science I 4
- CMPS 1063 - Data Structures and ADT 3
- 3 semester credit hours CMPS (approved by department chair) (CMPS 2084 - Introduction to Computer Architecture **or CMPS 3613 – System Fundamentals** recommended)

9 credit hours in:

- CMPS 4563 - Topics in Parallel and Distributed Computing 3 (Must be repeated for credit under different topics approved by department chair.)

14. Dr. Brennan submitted the following undergraduate items for approval. Dr. Stambaugh seconded the motion and the items were approved.

15. Dr. Brown Marsden mentioned this may be one of the few certificate processes we have on campus. She noted we may have more certificates coming within our B.A.A.S. track and the need to follow SACSCOC and THECB submission process. There was discussion regarding transcripted and other types of certificates.

Proposed Undergraduate Certificate in Data Science

Requirements for a Certificate in Data Science – 12 semester hours

Certificate available to all majors.

Required courses – 12 hours

- **STAT 3573 or BUAD 3033 or PSYC 3313 or SOCL 3313 3**
- **CMPS 3603 – Programming for Data Science 3**
- **CMPS 4543 – Topics in Data Science 3**

- **One of**
  - **CMPS 4553 – Topics in Computational Science (topic approved by chair) 3**

CMPS 4543 – Topics in Data Science (may be repeated with different topic) 3

Course Inventory Update:

New Course Addition – Effective Fall 2025

Course Prefix: **CMPS**
Course Number: **4543**
Course Title: **Topics in Data Science**
Prerequisite(s): **STAT 3573 or BUAD 3033 or PSYC 3313 or SOCL 3313 and 'C' or better in CMPS 3603**
Description: **This course explores advanced and emerging topics in data science, focusing on real-world applications and cutting-edge techniques. Students will engage with topics such as machine learning, data visualization, big data analytics, data mining, natural language processing and data collection and processing, and ethical considerations in data science.**
Lec/Lab Hrs: **3(3-0)**
Type of Course: **Lecture**
Course Objectives:
One or more of the following student learning objectives for the course may be:
• Develop the ability to clean, process, and analyze complex datasets using advanced statistical and computational techniques to uncover meaningful insights.

• Gain proficiency with contemporary data science tools, programming languages (e.g., Python, R), and frameworks for data analysis, machine learning, and visualization.
• Understand the principles of machine learning and apply appropriate algorithms to solve real-world problems, including model selection, evaluation, and optimization.
• Develop skills to create clear and compelling data visualizations and present findings with technical precision.
• Critically assess the ethical and societal impacts of data science, including issues of bias, privacy, and fairness, and apply principles of responsible data science in projects.

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

Electrical Engineering, B.S.E.E.

Program Description:
The electrical engineering program provides each graduate with a foundation of knowledge and training upon which to build a successful career in electrical engineering or related fields. Graduates of the program are well grounded in scientific, mathematical, and electrical engineering knowledge through curricular activities that reflect technological advances. This is achieved by honing their ability to analyze, synthesize, and design electrical engineering systems, communicate information, and understand and appreciate the need for life-long learning.

Program Education Objectives

The educational objectives of the Bachelor of Science in Electrical Engineering major are to:

- Provide students content knowledge for electrical engineering, including their ability to analyze, synthesize, and design electrical engineering systems, communicate information, and understand and appreciate the need for life-long learning;
- Engage students in creativity and problem solving, such as in research methods in industry and design;
- Develop outstanding oral and written communication, to be applied in collaborating with internal and external partners in communication in industry and problem solving in industry;
- Apply content knowledge toward electrical engineering, including software design and implementation, integrated circuit design, digital signal processing, and digital logic design.

General

(See General Requirements for all Bachelor's Degrees)

Academic Foundations and Core Curriculum - 42 semester hours

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

Core Curriculum Specifics

- MATH 1634 - Calculus I 4
- PHYS 1624 – ~~Mechanics, Wave Motion, and Heat~~ **University Physics 1** 4
- PHYS 2644 – ~~Electricity and Magnetism and Optics~~ **University Physics 2** 4
- CMPS 1044 – Computer Science I 4
- PHIL 2033 – Ethics 3

Electrical Engineering Major Course Work – 50 semester hours

- EENG 1101 - Introduction to Engineering 1
- EENG 1123 – Engineering Economics 3
- EENG 2104 - Electric Circuits 4
- EENG 2204 - Electronics 4
- EENG 2212 – Engineering Computation 2
- EENG 3123 – Measurements & Instrumentation
- EENG 3154 – Integrated Circuit Design 4
- EENG 3204 – Digital Signal Processing 4
- ~~EENG 3283 – Electrical Systems Design 3~~ **EENG 3273 - Fundamentals of Robotics 3**
- EENG 4124 – Embedded and Real-Time Systems 4
- EENG 4163 - Programmable Logic Controls ~~I~~ 3
- ~~EENG 4143 – Senior Design I 3~~ **EENG 4183 – Senior Design I 3**
- EENG 4223 – Electrical Power Design 3
- ~~EENG 4253 – Control Systems 3~~ **EENG 4263 – Control Systems Analysis 3**
- ~~EENG 4243 – Senior Design II~~ 3 **EENG 4283 – Senior Design II 3**

Additional Requirements – 24 semester hours

- CMPS 1063 – Data Structures and ADT 3
- CHEM 1141 - General Chemistry Laboratory 1
- CHEM 1143 - General Chemistry 3
- ENGL 3203 – Technical Writing 3
- MATH 1734 – Calculus II 4
- MATH 2534 - Calculus III 4
- MATH 2753 – Linear Algebra 3
- MATH 3433 – Differential Equations 3
- STAT 3573 – Probability and Statistics 3

Additional Information
The student must achieve an overall cumulative GPA of at least 2.3.
Electives as necessary to complete 120 hours

Course Inventory Updates:

New Course Addition – Effective Fall 2025

Course Prefix: **EENG**
Course Number: **3273**
Course Title: **Fundamentals of Robotics 3(2-2)**
Prerequisite(s): **EENG 2104, MENG 2104, EENG 2212, MENG 2212**
Description: **Introduction to robotics, kinematics and dynamics of robotic arms, rigid motions and homogeneous transformation, motion planning, computer vision, and control, as well as current trends in the robotics industry and their practical applications. Companion Lab.**
Lec/Lab Hrs: **3(2-2)**
Type of Course: **Lecture/lab**

Change of Course Title and Description- Effective Fall 2025:

Course Prefix: EENG
Course Number: 4163
Course Title: Programmable Logic Controls ~~I~~
Prerequisite(s): EENG 3283
Description: ~~Programmable logic programming with an emphasis on motor control using open loop and closed loop systems. The course will use a variety of mathematical blocks, including PID control programming. The course will also use simulation software and real-world equipment to control equipment. Companion lab.~~ **This course focuses on Programmable Logic Controller (PLC) programming using both open-loop and closed-loop control strategies. Topics include PLC hardware components, fundamentals of ladder logic, programming using timers, counters, comparison blocks, and various other math functions as well as the development of Human Machine Interfaces (HMIs). The implementation of feedback control is also demonstrated in a motor control task using Variable Speed Drives (VSDs) and the built-in PID function. Topics will also cover the electrical and electronic principles underlying PLC operation, providing a strong foundation for applications in electrical engineering. Companion lab.**
Lec/Lab Hrs: 3(2-2)
Type of Course: Lecture/lab

Change of Course Number and Prerequisite – Effective Fall 2025

Course Prefix: EENG
Course Number: ~~4143~~ **4183**
Course Title: Senior Design I
Prerequisite(s): Completion of all required EENG 3000-level courses or permission of instructor
~~*cross list with mech engineering course with same course number MENG 4143*~~
Description: Coursework emphasizes creative and critical thinking, planning, design, team work, and project management. This course integrates knowledge gained from most of the required courses in a major design project. Students will design, build, and formally present their completed projects to a panel of professional reviewers. Ideally students will ideally work on

projects from local industry. If such projects are not available, the students or the instructor may propose projects. Complex projects can be carried to the next design course.
Lec/Lab Hrs: 3(1-4)
Type of Course: Lecture/lab

Change of Course Number, Prerequisite, and Description – Effective Fall 2025

Course Prefix: EENG
Course Number: ~~4243~~ **4283**
Course Title: Senior Design II
Prerequisite(s): EENG ~~4143~~ **4183** ~~*cross list with MENG 4243*~~
Description: A continuation of EENG ~~4143~~ **4183**
Lec/Lab Hrs: 3(1-4)
Type of Course: Lecture/lab

Change of Course Number, Title, Prerequisite, and Description – Effective Fall 2025

Course Prefix: EENG
Course Number: ~~4253~~ **4263**
Course Title: Control Systems **Analysis**
Prerequisite(s): MATH 3433, **EENG 3273** ~~*cross list with MENG 4253*~~
Description: ~~Feedback control of electrical systems. Topics include programmable logic controllers, PID control, Laplace transforms, system modeling and performance analysis, stability theory, s-plane, and root locus and/or frequency-based design. Design and computer problems~~. **This course focuses on the analysis and design of feedback control systems for electrical systems. Topics include system modeling, performance analysis, and stability theory, with an emphasis on tools such as Laplace transforms, s-plane analysis, and root locus techniques. Frequency-based design methods are examined, and PID control strategies are applied to achieve desired system performance.**
Lec/Lab Hrs: 3(3-0)
Type of Course: Lecture

Deletion of Course:

Course Prefix: ~~EENG~~
Course Number: ~~3283~~
Course Title: ~~Electrical Systems Design~~
Prerequisite: ~~EENG 2212~~

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

Change of Course Title, and Prerequisite – Effective Fall 2025

Course Prefix: PHYS
Course Number: 1144
Course Title: ~~General Physics~~ **College Physics I**
Prerequisite(s): **MATH 1233 or** MATH 1534**, MATH 1433 recommended**
Lec/Lab Hrs: 4(3-2)
Type of Course: Lecture/lab

Change of Course Title – Effective Fall 2025:

Course Prefix: PHYS
Course Number: 1244
Course Title: ~~General Physics~~ **College Physics II**
Prerequisite(s): Phys 1144
Lec/Lab Hrs: 4(3-2)
Type of Course: Lecture/lab

Course Prefix: PHYS
Course Number: 1624
Course Title: ~~Mechanics, Wave motion, and Heat~~ **University Physics I**
Prerequisite(s): MATH 1634 or concurrent enrollment therein
Lec/Lab Hrs: 4(3-2)
Type of Course: Lecture/lab

Course Prefix: PHYS
Course Number: 2644
Course Title: ~~Electricity and Magnetism and Optics~~ **University Physics II**
Prerequisite(s): PHYS 1624, and credit or concurrent enrollment in MATH 1734
Lec/Lab Hrs: 4(3-2)
Type of Course: Lecture/lab

18. Dr. Brennan submitted the following undergraduate items for approval. Dr. Stambaugh seconded the motion and the items were approved.

Change of Course Prerequisite – Effective Fall 2025:

Course Prefix: MENG
Course Number: 2203
Course Title: Thermodynamics
Prerequisite(s): PHYS 1624 and ~~MATH 2534~~ **MATH 1734** ~~MATH 2534 may be taken concurrently~~
Lec/Lab Hrs: 3(3-0)
Type of Course: Lecture

Course Prefix: MENG
Course Number: 3243
Course Title: Computer Aided Engineering
Prerequisite(s): ~~MENG 1202~~, **MENG 1132,** MENG 2223, and MENG 3104
Lec/Lab Hrs: 3(2-2)
Type of Course: Lecture/lab

Course Prefix: MENG
Course Number: 4123
Course Title: Mathematical Methods for Engineers
Prerequisite(s): ~~MATH 3433,~~ **PHYS 1624, MATH 1734**
Lec/Lab Hrs: 3(3-0)
Type of Course: Lecture

19. Dr. Brennan submitted the following undergraduate items for approval. Dean Gose seconded the motion and the items were approved.

Undergraduate Catalog
Admissions
Credit by Examination

College Board Advanced Placement Program

High School students with superior academic achievements in any of the following fields may earn college credit through the College Board Advanced Placement Program. Midwestern State University reserves the right to change policy in keeping with actions of the Texas State Legislature or the University Board of Regents. It is to the prospective student's advantage to contact MSU Admissions. The following grades may be awarded for the test scores: 5 = A, 4 = B, and 3 = Credit. The course and grade are posted to the student's permanent record and are designated as Advanced Placement credit.

If the student takes both English Literature & Composition and English Language & Composition and scores at least a 4 on both exams, the student will receive three hours for ENGL 1143 and three hours of sophomore literature elective credit.

The McCoy College of Science, Mathematics and Engineering accepts AP scores of 3 or better for college credit in science and mathematics. However, if a student wishes to continue as a major in the College, AP scores of 4 or 5 are recommended for science and mathematics courses. In some circumstances students with AP credit will be advised to take an introductory course for credit at MSU in order to ensure sufficient background for the major.

Please note that some subjects require a higher score to receive college credit. Those subjects are noted by an asterisk (*), and scores of 4 or 5 are required.

The College Board Advanced Placement Program is administered only through cooperating high schools and only once each spring. Arrangements for the testing are to be made with the high school counselor.

AP Examinations	Semester Credit Hours	Equivalent MSU course	Texas Common Course Number
Mathematics: Precalculus	**4**	**MATH 1534**	**MATH 2412**
Mathematics: Calculus AB	4	MATH 1634	MATH 2413
Mathematics: Calculus BC	8	MATH 1634, MATH 1734	MATH 2413, MATH 2414
Mathematics: Calculus BC (AB subscore)	**4**	**MATH 1634**	**MATH 2413**

Graduate Course and Catalog Changes – Dr. Ziegler

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

Effective Fall 2025

Business Administration, M.B.A.

Common Body of Knowledge Requirement

The common body of knowledge (CBK) represents the minimum core of knowledge which must be attained prior to beginning graduate study in business. The CBK is composed of 27 semester hours of undergraduate course work representing each of the major business disciplines. The required CBK courses are listed below.

ACCT 2143 Financial Accounting 3 hrs.
ACCT 2243 Managerial Accounting 3 hrs.
BUAD 3033 Business and Economic Statistics 3 hrs.
ECON 2333 Macroeconomics 3 hrs.
ECON 2433 Microeconomics 3 hrs.
FINC 3733 Business Finance 3 hrs.
MGMT 3013 Organizational Behavior 3 hrs.
MIS 3003 Management Information Systems 3 hrs.
MKTG 3723 Principles of Marketing 3 hrs.

In most cases, students who have earned a bachelor's degree in business administration will have satisfied the entire CBK. Students who have had no previous course work in business can have portions of the CBK waived with other previous course work and/or relevant work experience or by equivalency testing. The specific CBK courses required will be determined by the Graduate Coordinator and discussed with each student in an initial meeting. Alternatively, the entire CBK can be satisfied by completing the six-hour graduate course: BUAD 5006-Foundations for the MBA.

MBA Course Work Requirements

The total number of semester hours of course work required to earn the MBA degree depends on the undergraduate background of each MBA student. Students entering the MBA program who have a Bachelor of Business Administration (BBA) that satisfies the Common Body of Knowledge (CBK) must take the required 11 MBA courses or 33 credit hours. Students entering the MBA program who do not have a BBA that satisfies the CBK requirement, or their undergraduate background does not satisfy the CBK requirement must take the six-credit hour leveling course BUAD 5006 in their first semester and can take graduate level business courses concurrently. Student whose undergraduate background does not qualify for the CBK requirement must take the six-credit hour leveling course plus the required 11 MBA courses.

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

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

Approved Graduate Level Electives - 9 hours
These 9 hours can be replaced by choosing one of the concentrations below.

Total - 33 hours

Concentrations

Accounting Concentration
Students wishing to complete the MBA degree with an Accounting Concentration must complete 9 semester hours from the following courses:

ACCT 5013 - Graduate Petroleum Accounting *
ACCT 5123 - Advanced Accounting
ACCT 5223 - Accounting Research and Communication
ACCT 5703 - Federal Tax Research
ACCT 5713 - Accounting Analytics
ACCT 5893 - Graduate Internship in Accounting

Energy Management Concentration
Students wishing to complete the MBA degree with an Energy Management Concentration must complete 9 semester hours from the following courses:

FINC 5313 - Energy Industry Finance
MGMT 5313 - Energy Management

And one course from the following courses:

ACCT 5013 - Graduate Petroleum Accounting *
ACCT 5313 - Energy Accounting and Law
BUAD 5623 - Model-Based Problem Solving
BUAD 5633 - Applied Analysis of Business Processes
BUAD 5643 - Machine Learning Applications in Business
MIS 5603 - Data Visualization
MIS 5613 - Data Mining and Text Analytics in Business

21. Dr. Ziegler submitted the following graduate items for approval. Dr. Stambaugh seconded the motion and the items were approved.

Health Services Administration Concentration
Students wishing to complete the interdisciplinary MBA in Business Administration degree with a Health Services Administration Concentration must complete 9 semester hours from the following courses:

HSAD 5013 Health Services Administration Foundations (Required)

Choose two courses from the following:

HSAD 5103 Health Care Organizational Behavior and Management Theories
HSAD 5113 Health Care Financial Management
HSAD 5143 Health Care and Personnel Law
HSAD 5213 Health Services Operational and Strategic Management
HSAD 5223 Health Informatics
HSAD 5123 Health Care Personnel
HSAD 5273 Health Care Ethics

Sport Administration Concentration
Students wishing to complete the interdisciplinary MBA in Business Administration degree with a Sport Management Concentration must complete 9 semester hours from the following courses:

SPAD 5843 Introduction to the Sport Industry (Required)

Choose two courses from the following:

SPAD 5023 Leadership in Sport Management
SPAD 5073 Globalization and Sports
SPAD 5523 Event and Facilities Management
SPAD 5623 Media and Community Relations in Sport

SPAD 5723 Sport Marketing and Finance
SPAD 5823 Designing Effective Worksite Wellness Programs
SPAD 5833 Outdoor Leadership Programming

Note:
* ACCT 5013 is not part of the CPA exam topic.

22. Dr. Ziegler submitted the following graduate items for approval. Dr. Stambaugh seconded the motion and the items were approved.

Effective Fall 2025

Business Analytics, M.B.A.

Common Body of Knowledge Requirement

The common body of knowledge (CBK) represents the minimum core of knowledge which must be attained prior to beginning graduate study in business. The CBK is composed of 27 semester hours of undergraduate course work representing each of the major business disciplines. The required CBK courses are listed below.

ACCT 2143 Financial Accounting 3 hrs.
ACCT 2243 Managerial Accounting 3 hrs.
BUAD 3033 Business and Economic Statistics 3 hrs.
ECON 2333 Macroeconomics 3 hrs.
ECON 2433 Microeconomics 3 hrs.
FINC 3733 Business Finance 3 hrs.
MGMT 3013 Organizational Behavior 3 hrs.
MIS 3003 Management Information Systems 3 hrs.
MKTG 3723 Principles of Marketing 3 hrs.

In most cases, students who have earned a bachelor's degree in business administration will have satisfied the entire CBK. Students who have had no previous course work in business can have portions of the CBK waived with other previous course work and/or relevant work experience or by equivalency testing. The specific CBK courses required will be determined by the Graduate Coordinator and discussed with each student in an initial meeting. Alternatively, the entire CBK can be satisfied by completing the six-hour graduate course: BUAD 5006-Foundations for the MBA.

MBA in Business Analytics Course Work Requirements

The total number of semester hours of course work required to earn the MBA degree depends on the undergraduate background of each MBA student. Students entering the MBA program who have a Bachelor of Business Administration (BBA) that satisfies the Common Body of Knowledge (CBK) must take the required 11 MBA courses or 33 credit hours. Students entering

the MBA program who do not have a BBA that satisfies the CBK requirement, or their undergraduate background does not satisfy the CBK requirement must take the six-credit hour leveling course BUAD 5006 in their first semester and can take graduate level business courses concurrently. Students whose undergraduate background does not satisfy the CBK requirement must take the six-credit leveling course plus the required 11 MBA courses.

MBA in Business Analytics

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

ACCT 5213 - Cost Analysis and Control
BUAD 5603 - Advanced Applied Business Statistics
ECON 5143 - Data Modeling and Forecasting
FINC 5713 - Financial Administration
MGMT 5443 - Current Issues in Organizational Behavior
MGMT 6883 - Graduate Seminar in Business Policy
MIS 5113 - Introduction to Business Analytics
MKTG 5513 - Graduate Seminar in Marketing

Approved Graduate Business Analytics Electives - 9 hours:

BUAD 5623 - Model-Based Problem Solving
BUAD 5633 - Applied Analysis of Business Processes
BUAD 5643 - Machine Learning Applications in Business
MIS 5603 - Data Visualization
MIS 5613 - Data Mining and Text Analytics in Business

Total: 33 hours

Concentrations

Accounting Concentration*
Students wishing to complete the MBA in Business Analytics degree with an Accounting Concentration must complete 9 semester hours from the following courses:

ACCT 5013 - Graduate Petroleum Accounting **
ACCT 5123 - Advanced Accounting
ACCT 5223 - Accounting Research and Communication
ACCT 5703 - Federal Tax Research
ACCT 5713 - Accounting Analytics
ACCT 5893 - Graduate Internship in Accounting

Energy Management Concentration*
Students wishing to complete the MBA in Business Analytics degree with an Energy Management Concentration must complete 9 semester hours from the following courses:

FINC 5313 - Energy Industry Finance
MGMT 5313 - Energy Management

And one course from the following courses:

ACCT 5013 - Graduate Petroleum Accounting **
ACCT 5313 - Energy Accounting and Law
BUAD 5623 - Model-Based Problem Solving
BUAD 5633 - Applied Analysis of Business Processes
BUAD 5643 - Machine Learning Applications in Business
MIS 5603 - Data Visualization
MIS 5613 - Data Mining and Text Analytics in Business

A Business Analytics elective course can double-count for students who complete the MBA in Business Analytics and the Energy Management concentration.

Health Services Administration Concentration*
Students wishing to complete the interdisciplinary MBA in Business Analytics degree with a Health Services Administration Concentration must complete 9 semester hours from the following courses:

HSAD 5013 Health Services Administration Foundations (Required)

Choose two courses from the following:

HSAD 5103 Health Care Organizational Behavior and Management Theories
HSAD 5113 Health Care Financial Management
HSAD 5143 Health Care and Personnel Law
HSAD 5213 Health Services Operational and Strategic Management
HSAD 5223 Health Informatics
HSAD 5123 Health Care Personnel
HSAD 5273 Health Care Ethics

Sport Administration Concentration*
Students wishing to complete the interdisciplinary MBA in Business Analytics degree with a Sport Administration Concentration must complete 9 semester hours from the following courses:

SPAD 5843 Introduction to the Sport Industry (Required)

Choose two courses from the following:

SPAD 5023 Leadership in Sport Management
SPAD 5073 Globalization and Sports
SPAD 5523 Event and Facilities Management
SPAD 5623 Media and Community Relations in Sport
SPAD 5723 Sport Marketing and Finance

SPAD 5823 Designing Effective Worksite Wellness Programs
SPAD 5833 Outdoor Leadership Programming

Note:
*This will require more than 33 hours total.
**ACCT 5013 is not part of the CPA exam topic.

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

Effective Fall 2025

Catalog Changes—MSIT

Industrial Technology, MSIT. Course Inventory
Course number: **TECH 5003**
Course Title: **Independent Study**
Course Prerequisite(s): **none**
Course Description: **Directed, intensive study in an Industrial Technology subject specified by the instructor.**
Lecture/Lab Hours: **3(3-0)**
Course Objective: **May be repeated for credit.**

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

25. There was discussion as to how many students fall in this category and it was determined not many. The students will be contacted as to the changes.

Effective Fall 2025

Catalog Changes—ED.D

Time Limit for Completion of a Graduate Program

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

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

Responsibility of the Student

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

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

Effective Fall 2025

Catalog Changes—M.Ed.

2024-2025 Graduate Catalog

Educational Leadership, M.Ed.

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

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

Students who already possess a master's degree may enroll in a non-degree program leading to principal certification. Students pursuing principal certification will be directed by a program advisor to enroll in required educational leadership courses not already taken in their master's degree work. Research courses (6 hours) are not required; practicum is required.

Students who are not certified K-12 teachers may choose to study a Master of Education degree with a major in Educational Leadership without Principal Certification.
Students who may pursue a terminal degree are highly encouraged to select the Applied Research option.

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

Master of Education with a major in Educational Leadership with Principal Certification Applied Research Option (33 hours)

Core courses are:

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- EDLE 5683 - Instructional Improvement and Staff Development

Additional courses are:

- EDLE 5653 - Building School Communities for Diverse Learners
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDLE 5693 - Graduate Practicum in Educational Leadership
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research

Master of Education with a major in Educational Leadership with Principal Certification Non-Applied Research Option (30 hours)

Core courses are:

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- EDLE 5683 - Instructional Improvement and Staff Development

Additional Courses are:

- EDLE 5653 - Building School Communities for Diverse Learners
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDLE 5693 - Graduate Practicum in Educational Leadership
- EDUC 5053 - Introduction to Research

Master of Education with a major in Educational Leadership without Principal Certification Applied Research Option (33 hours)

Core courses are:

- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5713 - Leading through Effective Communication
- EDLE 5723 - Understanding P-12 School Law
- EDLE 5733 - Public School Financial Management
- EDLE 5743 - Supervising Instruction and Instructor Development

Additional courses are:

- EDLE 5653 - Building School Communities for Diverse Learners
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research

Electives:

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

Master of Education with a major in Educational Leadership without Principal Certification Non-Applied Research Option (30 hours)

Core courses are:

- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5713 - Leading through Effective Communication
- EDLE 5723 - Understanding P-12 School Law
- EDLE 5733 - Public School Financial Management
- EDLE 5743 - Supervising Instruction and Instructor Development

Additional Courses are:

- EDLE 5653 - Building School Communities for Diverse Learners
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5673 - Leadership in School Change
- EDUC 5053 - Introduction to Research

Electives:

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

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

This program requires 42 semester credit hours.
Courses are:

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- EDLE 5673 - Leadership in School Change
- EDLE 5683 - Instructional Improvement and Staff Development
- EDLE 5693 - Graduate Practicum in Educational Leadership
- EDUC 5053 - Introduction to Research
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - Special Education Law for Non-Texas Certification Majors
- SPED 6933 - Ethics and Practice Standards in Special Education for Non-Texas Certification Majors
- SPED 6953 - Special Graduate Topics in Special Education

Additional course:
An additional 3 hours of electives in Special Education.

Master of Education with a major in Educational Leadership and a Concentration in Sport Administration **Applied Research (42 hours)**

~~This program requires 42 semester credit hours.~~
Courses are:

- EDLE 5593 - Leadership and Communication Processes
- EDLE 5603 - Introduction to Leadership
- EDLE 5623 - School Law and Personnel
- EDLE 5643 - School Business Management
- EDLE 5673 - Leadership in School Change
- EDLE 5683 - Instructional Improvement and Staff Development
- EDLE 5693 - Graduate Practicum in Educational Leadership
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- SPAD 5033 - Ethics & Legal Issues in Sport Management
- ~~SPAD 5513 - Inclusion and Diversity in Sport~~
- **SPAD 5823 - Designing Effective Worksite Wellness Programs**
- SPAD 5523 - Event & Facilities Management

- SPAD 5623 - Media & Community Relations in Sport
- SPAD 5723 - Sport Marketing & Finance

Master of Education with a major in Educational Leadership and a Concentration in Sport Administration Non-Applied Research Option (39 hours)

Courses are:

- **EDLE 5593 - Leadership and Communication Processes**
- **EDLE 5603 - Introduction to Leadership**
- **EDLE 5623 - School Law and Personnel**
- **EDLE 5643 - School Business Management**
- **EDLE 5673 - Leadership in School Change**
- **EDLE 5683 - Instructional Improvement and Staff Development**
- **EDLE 5693 - Graduate Practicum in Educational Leadership**
- **EDUC 5053 - Introduction to Research**
- **SPAD 5033 - Ethics & Legal Issues in Sport Management**
- **SPAD 5823 - Designing Effective Worksite Wellness Programs**
- **SPAD 5523 - Event & Facilities Management**
- **SPAD 5623 - Media & Community Relations in Sport**
- **SPAD 5723 - Sport Marketing & Finance**

Educational Administration, Principal Certification Only

This program is designed to develop school-level leaders. Successful completion of the Principal Certification program and passing the Principal as Instructional Leader (TExES 268) and the Performance Assessment for School Leaders (PASL) promotes students to be recommended for the State of Texas Principal as Instructional Leader certification.
This program requires 18 credit hours.

Courses are:

- **EDLE 5603 - Introduction to Leadership**
- **EDLE 5623 - School Law and Personnel**
- **EDLE 5643 - School Business Management**
- **EDLE 5593 - Leadership and Communication Processes**
- **EDLE 5683 - Instructional Improvement and Staff Development**
- **EDLE 5693 - Graduate Practicum in Educational Leadership**

Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration Applied Research Option (33 hours)

Mission Statement: The Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration focuses on broad-based areas of knowledge

and study that examines the management and coordination of programs, policies, and processes pertaining to colleges and universities. Graduates with a master's may work in university housing, student affairs, admissions, enrollment management and retention, university advancement or many of the other non-academic areas of universities and colleges. Current practitioners in respective areas of university operations develop and deliver the curriculum, rather than theorists.

Students who may pursue a terminal degree are highly encouraged to select the Applied Research option.
Courses are:

- EDLE 5203 - Higher Education Law
- EDLE 5443 - Higher Education Business and Finance
- EDLE 5513 - The College Student
- EDLE 5633 - Administration of Higher Education
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5753 - University Advancement
- EDLE 5803 - Enrollment Management Principles and Practices
- EDUC 5053 - Introduction to Research
- EDUC 6753 - Applied Research
- EDUC 6823 - Graduate Practicum in Professional Studies

Master of Education with a major in Educational Leadership and a concentration in Higher Education Administration Non-Applied Research Option (30 hours)

Core courses are:

- EDLE 5203 - Higher Education Law
- EDLE 5443 - Higher Education Business and Finance
- EDLE 5513 - The College Student
- EDLE 5633 - Administration of Higher Education
- EDLE 5663 - Community Politics and Public Relations
- EDLE 5703 - Personal Leadership for Education Professionals
- EDLE 5753 - University Advancement
- EDLE 5803 - Enrollment Management Principles and Practices
- EDUC 5053 - Introduction to Research
- EDUC 6823 - Graduate Practicum in Professional Studies

27. Dr. Ziegler submitted the following graduate items for approval. Dr. Killion seconded the motion and the items were approved.

Effective Fall 2025

Catalog Changes—CLMH, M.A.

Clinical Mental Health, M.A.
Return to: Gordon T. and Ellen West College of Education and Professional Studies

Mission Statement: The mission of the Clinical Mental Health Counseling Program faculty is to provide counseling students with the most recent research, technology, necessary training, and supervision required to become a Licensed Professional Counselor (LPC). Program faculty are committed to training students who are knowledgeable, ethical, competent, self-aware, and professionally mature, who hold a strong counselor identity, dedicated to advocacy efforts, and display a respect for diverse populations and multiculturalism in the role of counselors. The Clinical Mental Health Counseling Program will qualify students as counselors and provide them with the necessary skills to become fully functioning counselors who work in a variety of related settings and fields in an evolving diverse society. The program is teaching-centered with professors who are readily available to meet the needs of students. The Master of Arts with a major in clinical mental health requires 60 semester hours.

Mission Statement: The mission of the Clinical Mental Health with a concentration in School Counseling faculty is to equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities. The graduate program concentration in school counseling prepares students to be public school counselors and requires 60 semester hours. Students are required to pass a comprehensive exam as a program completion requirement. Texas Counselor certification requires completion of an approved master's degree, two years of teaching experience, and a passing score on the state mandated examination, the TExES test and a practicum in a school setting.

Enrollment in courses with the COUN prefix requires admission to the Master of Arts in clinical mental health program or permission of the Counseling Program Coordinator.

The Clinical Mental Health track is 60 hours and the Clinical Mental Health with concentrations in School Counseling tracks is 63 credit hours. Both tracks are fully online and digitally delivered.

- Students must ~~recieve~~ **receive** a B or better within **COUN 5283 - Advanced Counseling Skills**
  COUN 5293 - Practicum in Counseling or COUN 5813 - Practicum for School Counseling, COUN 6043 - Graduate Internship I, and COUN 6053 - Graduate Internship II.

For Clinical Mental Health MA students, 12 hours each Fall and Spring is considered Full Time by the department. For combined summer sessions 12 hours is considered full-time by the department. Please be aware that overall University course load status and Financial Aid award status may differ.

Program Objectives:

1. **Students will be prepared to engage in ethical counseling practice, advocacy and develop professional identity.**

2. **Students will gain the knowledge and skills necessary to serve clients with varied backgrounds and life experiences.**

3. **Students will apply human developmental concepts to counseling, and examine biological, social, and environmental influences on growth and well-being across the lifespan.**

4. **Students will understand career development theories, apply counseling strategies for career planning and life transitions, and integrate career counseling with mental health support.**

5. **Students will develop effective counseling techniques and therapeutic relationships, apply counseling theories and evidence-based interventions, and enhance interpersonal skills, goal-setting, and client outcomes.**

6. **Students will demonstrate an understanding of group dynamics, processes, and leadership styles, develop and facilitate effective group counseling sessions, and apply ethical responsive practices in group settings.**

7. **Students will demonstrate proficiency in selecting, administering, and interpreting assessments, apply knowledge of reliability and validity, and utilize assessment results to inform treatment planning and diagnosis.**

8. **Students will develop skills in understanding and applying counseling research, evaluate counseling practices, programs, and interventions, and utilize data-informed decision-making to enhance client outcomes.**

9. **Students will learn to identify and reflect on their strengths and limitations as a counselor and utilize consultation, supervision and referrals when appropriate.**

10. **Students will develop the knowledge and skills to assess, intervene, and provide trauma-informed care in crisis situations, applying evidence-based strategies to support individuals experiencing psychological distress.**

Clinical Mental Health Requirements:

- COUN 5103 - Professional Orientation and Ethics
- COUN 5203 - Introduction to Counseling
- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling

- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- COUN 5293 - Practicum in Counseling
- COUN 5303 - Advanced Ethics and Issues in Counseling
- COUN 5323 - Marriage and Family Counseling
- COUN 5363 - Multicultural Counseling
- COUN 5503 - Counseling Research and Program Evaluation
- COUN 5513 - Counseling Children for Clinical Mental Health
- COUN 5523 - Counseling Individuals through Crisis, Grief, and Trauma
- COUN 5603 - Psychopharmacology
- COUN 5803 - Substance Abuse Counseling
- COUN 6043 - Graduate Internship I
- COUN 6053 - Graduate Internship II

Clinical Mental Health with a concentration in School Counseling Requirements:

- COUN 5103 - Professional Orientation and Ethics
- COUN 5213 - Human Development and Learning
- COUN 5223 - Career Development Counseling
- COUN 5233 - Comprehensive School Counseling Services
- COUN 5243 - Group Counseling
- COUN 5253 - Assessment
- COUN 5263 - Diagnosis and Treatment Planning
- COUN 5273 - Theories and Techniques of Counseling
- COUN 5283 - Advanced Counseling Skills
- COUN 5303 - Advanced Ethics and Issues in Counseling
- COUN 5323 - Marriage and Family Counseling
- COUN 5363 - Multicultural Counseling
- COUN 5403 - Introduction to School Counseling
- COUN 5503 - Counseling Research and Program Evaluation
- COUN 5603 - Psychopharmacology
- COUN 5803 - Substance Abuse Counseling
- COUN 5813 - Practicum for School Counseling
- COUN 6023 - Counseling Individual Children
- COUN 6043 - Graduate Internship I
- COUN 6053 - Graduate Internship II
- SPED 5013 - Exceptional Individuals

28. Dr. Ziegler submitted the following graduate items for approval. Dr. Killion seconded the motion and the items were approved.

Effective Fall 2025

Catalog Changes—SPED, M.Ed.

Special Education, M.Ed. Course Inventory

Course number: **SPED 6523**
Course Title: **Special Education Evaluation: Interpretation & Communication for non-Texas Certification**
Course Prerequisite(s): **none**
Course Description: **Interpreting and integrating formal data collected during the special education evaluation and communicating results. Including an overview of the assessment process, statistical concepts, and data sources specific to disability categories. This course may not be used for Texas Education Diagnostic certification.**
Lecture/Lab Hours: **3(3-0)**
Course Objective:

1.) **Students will be able to interpret test results of students with disabilities.**
2.) **Students will be able to articulate the process of screening, intervention, and evaluation.**
3.) **Students will be able to communicate orally and in writing evaluation results.**

Catalog Change Special Education, M.Ed.

Special Education, M.Ed.

Mission Statement: The mission of the Master of Education degree with a major in Special Education is to prepare candidates to lead their schools and communities in providing services to students with disabilities.

The Master of Education in Special Education is for teachers who have Texas certification in special education is designed to prepare them as Educational Diagnosticians who can use their leadership in providing services to students with disabilities in their schools and communities. Completion of the degree requirements allows students to apply for professional certification upon satisfactory completion of the state mandated TExES requirement as an Educational Diagnostician.

The Master of Education in Special Education for graduates will prepare them with the knowledge and skills required to provide leadership on their campuses and in their communities in providing services for students who have disabilities. The degree will then help them develop knowledge and skills in a variety of advanced areas of special education.

The Master of Education in Special Education with an emphasis in dyslexia is designed for teachers interested in working with children or adults who have dyslexia or related disorders. Completion of this degree qualifies the student to apply for professional certification upon completion of a comprehensive examination by the Academic Language Therapists Association

(ALTA). Upon passing the exam, graduates will also receive the title of Certified Academic Language Therapist (CALT).

An application for professional certification as an Educational Diagnostician requires three years of classroom teaching in an accredited school. An applicant for the Master of Education degree in special education and Texas Educational Diagnostician's Certificate must present the following minimum criteria for acceptance into the graduate program:

1. bachelor's degree and standard Texas Teacher Certificate or equivalent;
2. a grade point average of 3.0 in previous education courses; and
3. additionally, successful committee screening on selected criteria.

Major in Special Education (Degree only, non-Educational Diagnostician Pathway, **Non-Applied Research Option**)

The program consists of ~~36~~ **30** semester hours.

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Research
- ~~EDUC 6753 - Applied Research~~
- SPED 5013 - Exceptional Individuals
- **SPED 5613 - Foundations of Special Education**
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6033 - Early Childhood Special Education
- SPED 6203 - ~~Special Education Law for Non-Texas Certification Majors~~ **Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**
- SPED 6263 - ~~Vocational, Motor Skills and Assistive Technology Assessment for Non-Texas Certification Majors~~ **Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors**
- ~~SPED 6273 - Foundations of Special Education Leadership for Non-Texas Certification Majors~~
- ~~SPED 6933 - Ethics and Practice Standards in Special Education for Non-Texas Certification Majors~~
- SPED 6953 - Special Graduate Topics in Special Education
- Three (3) hours of approved electives.

Major in Special Education (Degree only, non-Educational Diagnostician Pathway, Applied Research Option)

The program consists of 33 semester hours.

- **COUN 6013 - Human Relations**

- **EDUC 5053 - Introduction to Research**
- **EDUC 6753 - Applied Research**
- **SPED 5013 - Exceptional Individuals**
- **SPED 5613 - Foundations of Special Education**
- **SPED 6013 - Teaching Strategies for Affective Disorders**
- **SPED 6033 - Early Childhood Special Education**
- **SPED 6203** - **Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**
- **SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors**
- **SPED 6953 - Special Graduate Topics in Special Education**
- **Three (3) hours of approved electives.**

Major in Special Education (Degree with Educational Diagnostician Pathway **Non-Applied Research Option**)

This pathway completes the required course work for Educational Diagnostician certification. For information regarding the certification, contact advisor. The program consists of ~~36~~ **30** semester hours.

- ~~COUN 6013 - Human Relations~~
- EDUC 5053 - Introduction to Research
- ~~EDUC 6753 - Applied Research~~
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- **SPED 6513 – Special Education Evaluation: Interpretation & Communication**
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - ~~Vocational, Motor Skills, and Assistive Technology Assessment~~ **Assessment Practices for Low-Incidence Disabilities**
- SPED 6913 - ~~Special Education Law~~ **Legal & Ethical Practices in Special Education**
- SPED 6943 - Practicum in Special Education
- SPED 6953 - Special Graduate Topics in Special Education
- ~~SPED 6963 - Ethics and Practice Standards in Special Education~~

Major in Special Education (Degree with Educational Diagnostician Pathway Applied Research Option)

This pathway completes the required course work for Educational Diagnostician certification. For information regarding the certification, contact advisor. The program consists of 33 semester hours.

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

- **SPED 5613 - Foundations of Special Education**
- **SPED 6013 - Teaching Strategies for Affective Disorders**
- **SPED 6513 – Special Education Evaluation: Interpretation & Communication**
- **SPED 6613 - Individual Assessment I**
- **SPED 6623 - Individual Assessment II**
- **SPED 6633 - Assessment Practices for Low-Incidence Disabilities**
- **SPED 6913 - Legal & Ethical Practices in Special Education**
- **SPED 6943 - Practicum in Special Education**
- **SPED 6953 - Special Graduate Topics in Special Education**

Major in Special Education (Non-Texas Certification, **Non-Applied Research Option**)

This degree is designed for anyone interested in psychometric testing that is not seeking Texas certification. The program consists of ~~36~~ **30** semester hours.

- ~~COUN 6013 - Human Relations~~
- EDUC 5053 - Introduction to Research
- ~~EDUC 6753 - Applied Research~~
- SPED 5613 - Foundations of Special Education
- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 - ~~Special Education Law for Non-Texas Certification Majors~~ **Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**
- SPED 6213 - Individualized Assessment I for Non-Texas Certification Majors
- SPED 6223 - Individualized Assessment II for Non-Texas Certification Majors
- SPED 6263 - ~~Vocational, Motor Skills and Assistive Technology Assessment for Non-Texas Certification Majors~~ **Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors**
- SPED 6283 - Practicum in Special Education for Non-Texas Certification Majors
- **SPED 6523 – Special Education Evaluation for Non-Texas Certification Majors**
- ~~SPED 6933 - Ethics and Practice Standards in Special Education for Non-Texas Certification Majors~~
- SPED 6953 - Special Graduate Topics in Special Education

Major in Special Education (Non-Texas Certification, Applied Research Option)

This degree is designed for anyone interested in psychometric testing that is not seeking Texas certification. The program consists of 33 semester hours.

- **EDUC 5053 - Introduction to Research**
- **EDUC 6753 - Applied Research**
- **SPED 5613 - Foundations of Special Education**
- **SPED 6013 - Teaching Strategies for Affective Disorders**
- **SPED 6203 - Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**

- **SPED 6213 - Individualized Assessment I for Non-Texas Certification Majors**
- **SPED 6223 - Individualized Assessment II for Non-Texas Certification Majors**
- **SPED 6263 - Assessment Practices for Low-Incidence Disabilities for Non-Texas Certification Majors**
- **SPED 6283 - Practicum in Special Education for Non-Texas Certification Majors**
- **SPED 6523 – Special Education Evaluation for Non-Texas Certification Majors**
- **SPED 6953 - Special Graduate Topics in Special Education**

Major in Special Education with Dyslexia Emphasis Only **(Non-Applied Research Option)**

The Master of Education degree in Special Education with an emphasis in dyslexia provides the opportunity for the student to become a specialist in the field of dyslexia and related learning differences. The program requires two years of graduate study, extensive practice teaching hours, and clinical teaching hours.

Professional certification as a CALT requires the following:

- A master's degree from an accredited institution
- Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.
- Acceptable performance on a comprehensive examination administered by ALTA.
- Completion of 3 CEUs (30 contact hours) every three years.

The program consists of ~~36~~ **30** semester hours.

Course Credit for CALT:

- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities
- SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience
- SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
- SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
- SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience

Additional Courses:

- COUN 6013 - Human Relations
- EDUC 5053 - Introduction to Research
- ~~EDUC 6753 - Applied Research~~
- SPED 5013 - Exceptional Individuals

- SPED 6013 - Teaching Strategies for Affective Disorders
- SPED 6203 ~~- Special Education Law for Non-Texas Certification Majors~~ **Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**
- ~~SPED 6933 - Ethics and Practice Standards in Special Education for Non-Texas Certification Majors~~

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.

Major in Special Education with Dyslexia Emphasis Only (Applied Research Option)

The Master of Education degree in Special Education with an emphasis in dyslexia provides the opportunity for the student to become a specialist in the field of dyslexia and related learning differences. The program requires two years of graduate study, extensive practice teaching hours, and clinical teaching hours.

Professional certification as a CALT requires the following:

- **A master's degree from an accredited institution**
- **Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.**
- **Acceptable performance on a comprehensive examination administered by ALTA.**
- **Completion of 3 CEUs (30 contact hours) every three years.**

The program consists of 33 semester hours.

Course Credit for CALT:

- **SPED 5103 - Survey of Dyslexia and Related Learning Disabilities**
- **SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience**
- **SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience**
- **SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience**

- **SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience**

Additional Courses:

- **COUN 6013 - Human Relations**
- **EDUC 5053 - Introduction to Research**
- **EDUC 6753 - Applied Research**
- **SPED 5013 - Exceptional Individuals**
- **SPED 6013 - Teaching Strategies for Affective Disorders**
- **SPED 6203 - Legal & Ethical Practices in Special Education for Non-Texas Certification Majors**

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.

Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway- **Non-Applied Research Option**). ~~Option for students already certified to teach special education.~~

Educational Diagnostician Certification is available with this Dyslexia emphasis. Students must declare Educational Diagnostician program at admission. The program consists of ~~42~~ **39** semester hours.

Course Credit for CALT:

- SPED 5103 - Survey of Dyslexia and Related Learning Disabilities
- SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience
- SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
- SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
- SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience

Additional Courses:

- EDUC 5053 - Introduction to Research
- ~~EDUC 6753 - Applied Research~~
- SPED 6013 - Teaching Strategies for Affective Disorders

6 Additional Courses for Educational Diagnostician:

Adding Educational Diagnostician is available with this degree option for students with the addition of the following 6 courses when the decision is made at the admission of the dyslexia program.

- **SPED 6513 – Special Education Evaluation: Interpretation & Communication**
- SPED 6613 - Individual Assessment I
- SPED 6623 - Individual Assessment II
- SPED 6633 - ~~Vocational, Motor Skills, and Assistive Technology Assessment~~ **Assessment Practices for Low-Incidence Disabilities**
- SPED 6913 - ~~Special Education Law~~ **Legal & Ethical Practices in Special Education**
- SPED 6943 - Practicum in Special Education
- ~~SPED 6963 - Ethics and Practice Standards in Special Education~~

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.

Major in Special Education with Dyslexia Emphasis (Degree with Educational Diagnostician Pathway- Applied Research Option).

Educational Diagnostician Certification is available with this Dyslexia emphasis. (Applied Research Option).

Students must declare Educational Diagnostician program at admission. The program consists of 42 semester hours.

Course Credit for CALT:

- **SPED 5103 - Survey of Dyslexia and Related Learning Disabilities**
- **SPED 5113 - Promoting Early Language Development of the Dyslexic Student/Practicum Experience**
- **SPED 5123 - Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience**
- **SPED 5133 - Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience**

- **SPED 5143 - Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience**

Additional Courses:

- **EDUC 5053 - Introduction to Research**
- **EDUC 6753 - Applied Research**
- **SPED 6013 - Teaching Strategies for Affective Disorders**

6 Additional Courses for Educational Diagnostician:

Adding Educational Diagnostician is available with this degree option for students with the addition of the following 6 courses when the decision is made at the admission of the dyslexia program.

- **SPED 6513 – Special Education Evaluation: Interpretation & Communication**
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- **SPED 6623 - Individual Assessment II**
- **SPED 6633 - Assessment Practices for Low-Incidence Disabilities**
- **SPED 6913 - Legal & Ethical Practices in Special Education**
- **SPED 6943 - Practicum in Special Education**

Additional Information:

The applicant must provide proof they are enrolled in a Certified Academic Language Therapist (CALT) Training Program as part of the application process.

Dyslexia training programs delivered at a qualifying IMSLEC are also eligible for this degree option.

Educational Diagnostician Certification Only

This program is available as a post-masters certification only program to qualify the candidate to test for the Texas Educational Diagnostician Certification.

- **SPED 6513 – Special Education Evaluation: Interpretation & Communication**
- **SPED 6613 - Individual Assessment I**
- **SPED 6623 - Individual Assessment II**
- **SPED 6633 - Assessment Practices for Low-Incidence Disabilities**
- **SPED 6913 - Legal & Ethical Practices in Special Education**
- **SPED 6943 - Practicum in Special Education**

Adjournment:

Dr. Brown Marsden asked for a motion to adjourn. Dr. Stambaugh made a motion and Dr. Killion seconded. There being no other business, the meeting was adjourned at 2:53 p.m.

Respectfully submitted,
Melissa Boerma
Assistant to the Provost and Vice President for Academic Affairs