

TO: Members of the Graduate Studies Curriculum Subcommittee  
 FROM: Carlotta Parr, Chair, 832-3317; [parrc@ccsu.edu](mailto:parrc@ccsu.edu)  
 SUBJ: March 13, 2014, Meeting at 3:00 in VANCE 106

Members in Attendance: Carlotta Parr, Chair (Music); Eric Leonidas (English); Wu, Shuju (Computer Electronics and Graphics Tech); Ellen Retelle (Educational Leadership); Jason Snyder (Business); Mark Jackson (Chair, Curriculum Committee); Glynis Fitzgerald, Dean of the School of Graduate Studies; Susan Seider, Chair of Graduate Studies Committee

MINUTES	
I. Minutes: February 20, 2014	

A. The following course revision from the Biology Department (Mark Jackson, Representative) was postponed.

II. New Business		
<b>Biology</b>		
1.1	<b>Course Revision</b> <a href="#">BIO 402 Evolutionary &amp; Ecological Genetics</a>  <b>Change title to:</b> Population Genetics <b>Change prereqs to:</b> BIO 200 and Bio 290 <b>and BMS 306</b> or permission of instructor <b>Revise description to:</b> Study of the genetic processes that affect their evolution, including natural selection, gene flow, and mutation. <del>Review of basic genetics from General Biology</del> Applications of genetics to modern problems in ecology and conservation.	<b>AS, GR</b> <b>Postponed</b>

B. The committee **approved** the **course revisions, course addition** and **program revision** from Educational Leadership (Ellen Retelle, Representative). The course revisions and additions, and program revision are as follows.

Educational Leadership		
2.1	<b>Course Addition</b> <a href="#">EDL 594 Practicum I in Educational Leadership</a> 3 credits	<b>SEPS, GR</b>
	Prereqs: Completion of ED 517, ED 540, ED 598, EDL 523, EDL 524, EDL 555. With the approval of the department chair, one prerequisite may be taken with the field experience.  Part one of a two-semester supervised practicum in educational leadership. Students initiate action plans, document collaborative initiatives, and implement curriculum, instructional and organizational change strategies promoting equitable outcomes for all students. GR	<b>APPROVED</b>
2.2	<b>Course Addition</b> <a href="#">Practicum II in Educational Leadership</a> 3 credits to promote equitable outcomes for all students.	<b>SEPS, GR</b>
	Prereqs: EDL 594 Part two of a two-semester supervised practicum in educational leadership. Students complete action plans to document collaborative initiatives, and evaluate curriculum, instructional, and organizational change strategies being implemented	<b>APPROVED</b>
2.3	<b>Course Revision</b> <a href="#">ED 515 Professional Ethics and Law for Teachers</a>	<b>SEPS, GR</b>
	Change title to: Professional Ethics and Law for Educators and School Personnel	<b>APPROVED</b>
2.4	<b>Course Deletion</b> <a href="#">EDT 533 Distance Learning &amp; Networking II</a>	<b>SEPS, GR</b>

<b>Educational Leadership (Cont'd)</b>		
<b>2.5</b>	<b>Course Revision</b> <a href="#">EDL 681 The Superintendency I: Leading District Operations</a>	SEPS, GR
	<p>Change title to: <del>Executive Function-Central Office</del> <b>District</b> Leadership: Governance/Leadership Issues</p> <p>Completion of requirements for 092 certification and/or permission of the Department Chair.</p> <p>This develops an understanding of the governance and leadership functions shared by Boards of Education and Central Office personnel. Attention will focus on the legal obligations of Boards of Education, issues related to governance of schools, the delineation of functions between Boards of Education and Central Office administrators, and the evolving nature of leadership.</p>	<b>APPROVED AS AMENDED</b>
<b>2.6</b>	<b>Course Revision</b> EDL 682 The Superintendency II: Board & Public Relations 3	SEPS GR
	<p>Change title to: <del>Executive Function-Central Office</del> <b>District</b> Leadership: Student Matters</p> <p>Prereq: EDL 681 or permission of the Department Chair.</p> <p>Develops an understanding of the role of the central office with respect to the delivery of educational services to students, including the leadership roles of the superintendent, the central office and the Board of Education in developing an organizational learning culture designed to improve student achievement. Student matters include student rights, extra-curricular activities, disciplinary issues, Special Education, cultural diversity and alternative education.</p>	<b>APPROVED AS AMENDED</b>
<b>2.7</b>	<b>Course Addition</b> <a href="#">EDL 683 Executive Function-Central Office District Leadership: Personnel/Operations Issues</a> 3 credits	SEPS, GR
	<p>EDL 682 or permission of the department chairperson.</p> <p>Develops an understanding of employee relations and the support functions maintained by Boards of Education. Areas of focus will include contract negotiations, bargaining unit relationships, and the hiring, retention, and termination of staff. Operational topics will include finance, facilities, transportation, technology and food services.</p>	<b>APPROVED AS AMENDED</b>
<b>2.8</b>	<b>Program revision</b> <a href="#">MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP</a>	SEPS, GR
	<p><b>Program Rationale:</b>  The masters' degree in educational leadership is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations. There are two strands from which students may choose. Strand I: Educational Leadership (30 credits) is designed to prepare graduates to assume teacher leadership positions within their schools or organizations. Strand II: Teacher Leadership (30-36 credits) is designed to prepare graduates to assume roles involving curriculum renewal and evaluation.</p> <p><b>Program Learning Outcomes:</b>  Students in the program are expected to:</p> <ul style="list-style-type: none"> <li>• design, implement, and evaluate instructional programs to promote student learning;</li> <li>• develop learning programs that are responsive to cultural and learning differences;</li> <li>• conduct fair, equitable, and effective classroom supervision;</li> <li>• design, implement, and evaluate professional development activities that promote teacher learning;</li> <li>• use standardized and classroom-based student performance data to improve student learning; and</li> <li>• understand, interpret, and critique educational research.</li> </ul> <p>The admission standard for the Educational Leadership M.S. program includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA.</p> <p><b>Course and Capstone Requirements:</b>  Core Requirements (18 credits):  EDF 515 Law and Ethics for Educators and School Personnel OR EDF 500 Contemporary Educational Issues (or EDF 516, 524,525, 538, 583)  ED 517 Evaluation</p>	<b>POSTPONED</b>

<p>ED 520 Instructional Program for Diverse Learners      EDL 523 Collaboration, Coaching, and Instructional Leadership      EDL 524 Leadership and the Dynamics of Organizational Change      ED 540 Educational Motivation and the Learning Process      EDL 555 Leadership for Culturally Diverse Schools      ED 598 Research in Education      EDL 594 Practicum I Educational Leadership      EDL 595 Practicum II Educational Leadership      Strand Requirements and Electives</p> <p><b>Strand I Educational Leadership</b>      Required courses (18 credits):      ED 520 Instructional Program for Diverse Learners      EDL 523 Collaboration, Coaching, and Instructional Leadership      EDL 524 Leadership and Dynamics of Organizational Change      EDL 555 Leadership for Culturally Diverse Schools      ED 591 Curriculum, Instruction, and Assessment I      ED 592 Curriculum, Instruction, and Assessment II      Elective courses (6 credits):      Students select advisor-approved elective courses to complete their graduate programs</p> <p><b>Strand II: Teacher Leadership</b>      Required courses (30 credits):      ED 517 Evaluation      EDL 523 Collaboration, Coaching, and Instructional Leadership      EDL 524 Leadership and the Dynamics of Organizational Change      ED 540 Educational Motivation and the Learning Process      EDL 555 Leadership for Culturally Diverse Schools      ED 591 Curriculum, Instruction, and Assessment I      ED 598 Research in Education      Elective courses (6 credits):      ED 594 Practicum I Educational Leadership      ED 595 Practicum II Educational Leadership      Students select advisor-approved elective courses to complete their graduate programs</p> <p><b>Note:</b> While students may take some courses as non-matriculated students, they must be accepted into the program before taking a fourth 500-level course. 500-level courses beyond the third course will not count toward program completion.</p>	
<p><b>2.9</b> <a href="#">Program revision MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY</a></p> <p>The masters program will be reduced from 36 credits to 30 credits because content integrated into other courses. Deleted EDT 533 and EDT 521; removed EDT 514 from program, but will be offered as an optional course.</p> <p>Program Rationale:      The educational technology program is an applied curriculum based on a balanced approach of theory (knowledge) and hands-on (experience). The goal of this approach is for graduate students to develop into educational technology leaders in order to provide leadership and support for teachers and students. They will gain knowledge and experience in the following:</p> <ul style="list-style-type: none"> <li>• the instructional design process</li> <li>• visual design</li> <li>• visual literacy</li> <li>• working with a range of software program</li> <li>• working with a range of interactive delivery systems (video, audio, print, Web, multimedia, animation, iDVD, and podcasting)</li> <li>• applying design and production skills to various instructional outcomes</li> <li>• applying assessment rubrics (formative and summative evaluation) to completed instructional-based projects</li> </ul>	<p>SEPS, GR</p>

<ul style="list-style-type: none"> <li>• troubleshooting technology problems</li> <li>• technology change management</li> </ul> <p>A unique feature of the educational technology program is that all courses build on one another to provide maximum relevance, linkage, and unity. The master's program in educational technology underscores the need for competency and mastery for each course to be based on knowledge and performance.</p> <p>Students' skills and knowledge will be assessed on how well they are applied to course projects. The performance criteria are as follows:</p> <ul style="list-style-type: none"> <li>• content design--Does the project content reflect sound instructional strategies?</li> <li>• visual design--Does the overall look and appearance of the project capture the learners' attention and interest?</li> <li>• technical considerations--Are technical decisions such as programming and visual and audio manipulation functional? Does the project work?</li> <li>• evaluation--Does the program teach? Is there change in behavior?</li> </ul> <p><b>Program Learning Outcomes:</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• apply technology skills in the development of instruction;</li> <li>• understand and apply instructional design process;</li> <li>• apply production skills in the development of instruction;</li> <li>• apply evaluation standards to various instructional programs;</li> <li>• understand and apply the technology integration process;</li> <li>• understand and apply inquiry skills in educational technology research; and</li> <li>• demonstrate leadership skills in applying instructional technology in their respective working environments.</li> </ul> <p><b>Course and Capstone Requirements:</b></p> <p><b>Core Courses (24 credits):</b></p> <p>EDT 500 Instructional Design and Evaluation I    EDT 501 Message Design and Production    EDT 510 Design Tools    EDT 512 Computer-based Instruction  <b>EDT 521 Interactive Multimedia for Instruction I</b>    EDT 522 Instructional Design and Evaluation II    EDT 531 Interactive Multimedia for Instruction II    EDT 532 Distance Learning and Networking I Professional Education (3 credits):    One of the following:    EDF 500 Contemporary Educational Issues    EDF 516 School and Society    EDF 524 Foundations of Contemporary Theories of Curriculum    EDF 525 History of American Education    EDF 538 The Politics of Education    EDF 583 Sociological Foundations of Education    or    EDT 514 Integrating Technology in the Classroom Curriculum</p> <p><b>Research and Capstone Requirements (6 credits):</b></p> <p>Plan E: EDT 598, Inquiry in Educational Technology, and EDT 597, Final Project    Plan A (thesis) or Plan E (special project) may be selected in consultation with the advisor.</p> <p>The purpose of the Masters Final Project (MFP) is to allow graduate students to complete a comprehensive instructional project. The scope of MFP experience is large and is different from a classroom project. It is meant to act as a synthesis of students' total classroom experiences. It is a culminating experience that allows graduate students to perform their skills in an independent manner. The student must bear the responsibility of the decisions and actions taken at every level of the project. The faculty's role is one of a sounding board and not to influence or provide further training. Students in the program cannot begin the MFP without submitting a comprehensive proposal. In addition, students</p>	
--	--

	<p>must have completed 24 credits of work before enrolling in the summer EDT 597 Final Project course.</p> <p>Computer prerequisite: A valid CCSU BlueNetID (username) and password. Graduate students must also have a personal computer and e-mail account.</p> <p>Special Service Course (undergraduate and graduate):</p> <p>EDT 490 Instructional Computing</p> <p><b>Note:</b> Students interested in a School Library Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office.</p>	
<b>2.10</b>	<b>Program Revision <a href="#">ADVANCED OFFICIAL CERTIFICATE PROGRAM IN SUPERINTENDENT OF SCHOOLS</a> 15 credits</b>	<b>SEPS, GR</b>
	<p>The program is designed for educational professionals seeking certification as a School District Superintendent (093). The core program consists of three courses on theory, research, and practice (EDL 681, EDL 682, and EDL 683) and two courses on district level practices (EDL 695 and EDL 696). Candidates complete 15 semester hours as mandated by State Department of Education. Courses to be approved by advisor are dependent on students' prior coursework.</p>	<b>APPROVED</b>

C. The committee **approved** the **course revisions, course addition** and **program revision** from Educational Leadership (Ellen Retelle, Representative). The course revisions and additions, and program revision are as follows.

<b>MBA Program</b>		
<b>3.1</b>	<b>Course Addition <a href="#">BUS 544 Business Process Modeling</a> 3 credits</b>	<b>BUS, GR</b>
	Admission to MBA program or permission of MBA director Enterprise wide perspective on business processes. Modeling of business processes: analyzing, documenting, and assessing the efficiency and effectiveness of business processes. Improvement of business processes to minimize cost and maximize value creation.	<b>APPROVED</b>
<b>3.2</b>	<b>Course Addition <a href="#">BUS 542 Web Analytics</a> 3 credits</b>	<b>BUS, GR</b>
	Admission to MBA program or permission of MBA director. Admission to MBA program or permission of MBA director. Exploring key concepts and best practices of web analysis. Using web analytic tools and techniques to learn how web analytics can drive higher profits, improve customer experience, and create measurable value for businesses.	<b>APPROVED</b>
<b>3.3</b>	<b>Course Addition <a href="#">BUS 540 Business Intelligence and Analytics</a></b>	<b>BUS, GR</b>
	Admission to MBA program or permission of MBA director. Transforming enterprise-wide data into meaningful and useful information for business decision making using business intelligence (BI) and business analytics (BA) tools and technologies. Examining industry use of BI/BA to achieve competitive edge.	<b>APPROVED</b>
<b>3.4</b>	<b>Course Addition <a href="#">AC 548 Contemporary Accounting Topics</a></b>	<b>BUS, GR</b>
	AC 531 or permission of the MBA Director Seminar course that provides a critical understanding of contemporary accounting topics. Subjects covered will vary from semester to semester. May be repeated with different topics for a maximum of 6 credits.	<b>APPROVED</b>
<b>3.5</b>	<b>Course Addition <a href="#">AC 546 Advanced Forensic Accounting</a></b>	<b>BUS, GR</b>
	AC 531 or permission of the MBA Director In depth coverage of the most common fraud schemes including how they work, how they can be effectively prevented, detected and investigated. <del>including</del> <b>Includes</b> the use of digital analysis. Covers legal issues associated with fraud investigation and expert witnessing.	<b>APPROVED AS AMENDED</b>
<b>3.6</b>	<b>Course Addition <a href="#">AC 544 Financial Statement Analysis and Valuation</a></b>	<b>BUS, GR</b>
	AC 531 or permission of the MBA Director How to extract and synthesize information from financial statements for investing in business and how to conduct fundamental analysis to determine the underlying value of the firm. Students should have knowledge on financial accounting and valuation theory.	<b>APPROVED</b>

<b>MBA Program</b>		
3.7	<b>Course Addition</b> <a href="#">AC 542 Tax Issues in Business Decisions</a>	<b>BUS, GR</b>
	AC 531 or permission of the MBA Director. The implications that taxation has on business operations, investment decisions, and financial statements. Practical tools to identify, understand, and evaluate tax planning opportunities.	<b>APPROVED</b>
3.8	<b>Course Addition</b> <a href="#">AC 540 Global Financial Reporting and Analysis</a>	<b>BUS, GR</b>
	AC 531 or permission of the MBA Director or Department Chair A holistic view of the global financial reporting framework and financial statement analysis in a global corporate context.	<b>APPROVED</b>
3.9	<b>Course Revision</b> <a href="#">AC 521 Accounting and Performance Measurement for Lean Enterprises</a>	<b>BUS, GR</b>
	Change title: Accounting for Lean Enterprises AC 500 or permission of the MBA Director or MS Technology Management Directors or Department Chair. Performance metrics and financial reporting supporting continuous improvement and a lean culture, including value stream performance measurement and costing, features and characteristics costing, and target costing. No credit given to students with credit for AC 421.	<b>POSTPONED</b>
3.10	<b>Course Revision</b> <a href="#">AC 430 Accounting for Non-Profit Institutions</a>	<b>BUS, GR</b>
	Change number to AC 524: AC 531 or permission of the MBA Director or Department Chair.	<b>POSTPONED</b>
3.11	<b>Course Revision</b> <a href="#">AC 420 Managerial Analysis &amp; Cost Control</a>	<b>BUS, GR</b>
	Change number to AC 520 AC 500 or permission of the MBA Director or Department Chair.	<b>POSTPONED</b>
3.12	<b>Course Revision</b> <a href="#">AC 407 Advanced Accounting</a>	<b>BUS, GR</b>
	Change number to AC 507 AC 531 or permission of the MBA Director or Department Chair	<b>POSTPONED</b>
3.13	<b>Course Deletion</b> <a href="#">AC 421 Accounting for Lean Enterprises</a>	<b>BUS, GR</b>
		<b>POSTPONED</b>
3.14	<b>Course Addition</b> <a href="#">BUS 580 Applied Business Research</a>	<b>BUS, GR</b>
	<b>Prereq.:</b> Completion of core requirements; at least three specialization courses or permission of MBA director (Both tracts) Requires students to use business knowledge and leadership skills to tackle an important challenge facing a company or organization. Students are required to form teams of 3-4 and identify a company and faculty advisor(s) (or faculty team). <i>Although each project is unique, each participant will develop a detailed statement of work based on a real company, define goals and objectives, conduct primary and secondary research as needed, perform quantitative and/or qualitative analysis, develop and test solutions, formulate options and recommendations, produce professional written deliverables, and deliver a final oral presentation to the company, capstone advisor(s) and the university.</i>	<b>APPROVED AS AMENDED</b>
3.15	<b>Course Addition</b> <a href="#">MGT 531 Managing and Leading in the Contemporary Organization</a>	<b>BUS, GR</b>
	Admission to MBA program or permission of MBA director Introduces and applies self-management, small group dynamics and leadership theories and techniques. Provides both a theoretical and practical basis on leadership. Students are expected to practice the course content through self-defined projects, typically in their workplace.	<b>APPROVED</b>
3.16	<b>Course Addition</b> <a href="#">MIS 531 Strategic IT Alignment</a>	<b>BUS, GR</b>
	Admission to the MBA program or permission of MBA Director Enterprise-wide perspective on IT leadership. Focuses on how IT professionals, non-technical managers, and external service providers work together to ensure that applications, data, and knowledge align with organizational strategy and business processes.	<b>APPROVED</b>

<b>MBA Program (Cont'd)</b>		
<b>3.17</b>	<b>Course Addition</b> <a href="#">MKT 531 Strategic Marketing</a>	<b>BUS, GR</b>
	Admission to the MBA program or permission of MBA Director Expands the application of marketing fundamentals concepts from tactical to the strategic level decision making. Provides experiences in creating customer-driven and market-driven strategies for a firm's success, and determining what each market mix element contributes to the goals of the business unit.	<b>APPROVED</b>
<b>3.18</b>	<b>Course Addition</b> <a href="#">FIN 531 Corporate Finance</a>	<b>BUS, GR</b>
	Admission to the MBA program or permission of the MBA Director The basics of the corporate financial decision-making process. Provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory.	<b>APPROVED</b>
<b>3.19</b>	<b>Course Revision</b> <a href="#">AC 531 Accounting Information for Decision Making</a>	<b>BUS, GR</b>
	Admission to MBA program or permission of MBA director Explores the use of financial accounting information to support decision-making, the effects of external financial reporting on business and investment decisions, and the use of financial and non-financial managerial accounting information to manage costs and evaluate performance throughout the organization.	<b>APPROVED</b>
<b>3.20</b>	<b>Course Addition</b> <a href="#">LAW 500 Business Law and the Legal Environment</a>	<b>BUS, GR</b>
	Legal principles affecting management, marketing, accounting, finance and technology. Review of the social responsibility of business, constitutional and administrative law, torts, contracts, commercial transactions, agency, business organizations and bankruptcy.	<b>APPROVED</b>
<b>3.21</b>	<b>Course Addition</b> <a href="#">FIN 500 Managerial Finance</a>	<b>BUS, GR</b>
	A fundamental understanding of the basic principles, concepts and analytical tools of finance. Emphasizes corporate decision-making and skills applicable to personal finance and small business decision making.	<b>APPROVED</b>
<b>3.22</b>	<b>Course Addition</b> <a href="#">AC 500 Financial and Managerial Accounting Concepts</a>	<b>BUS, GR</b>
	An introduction to financial and managerial accounting concepts and principles. Provides overview of how financial accounting information is gathered and reported, the structure and content of financial statements, and the use of financial and non-financial managerial accounting information for planning, performance evaluation, and decision-making.	<b>APPROVED</b>
<b>3.23</b>	<b>Course Addition</b> <a href="#">MIS 500 Management Information Systems</a>	<b>BUS, GR</b>
	Use of information systems and technology to improve organizational performance, collaborative work, and personal productivity. Leadership skills in guiding personnel through technology-driven change.	<b>APPROVED</b>
<b>3.24</b>	<b>Course Addition</b> <a href="#">MGT 500 Management of Contemporary Organizations</a>	<b>BUS, GR</b>
	<del>A contemporary organization is embedded in the constantly changing and diverse environment; and the organization has to continually renew itself and adapt to its dynamic environment. It Focuses on learning the structure and process of such complex and dynamic contemporary organizations. Students will also develop skills and knowledge needed to successfully manage employees in such organizations.</del>	<b>APPROVED AS AMENDED</b>
<b>3.25</b>	<b>Course Addition</b> <a href="#">MKT 500 Marketing Management</a>	<b>BUS, GR</b>
	<del>Investigates</del> activities planned by a firm to create and enhance customer value. <del>Examines</del> strategies designed <del>by managers which</del> <del>that</del> integrate <del>the</del> marketplace, competitive environment and core competencies of the firm to acquire and retain customers <del>will be examined</del> .	<b>APPROVED AS AMENDED</b>

Next Meeting: 04/17/2014 -- CLOCK TOWER