

TO: Members of the Graduate Studies Curriculum Subcommittee
FROM: Carlotta Parr, Chair
832-3317; parrc@ccsu.edu
SUBJ: April 17, 2014, Meeting at 3:00 in Clocktower, Student Center

Members in Attendance: Carlotta Parr, Chair (Music); Eric Leonidas (English); Wu, Shuju (Computer Electronics and Graphics Tech); Eleanor Thornton (Design); Laura Ferguson (Special Education); Mark Jackson (Chair, Curriculum Committee); Ellen Retelle (Educational Leadership); Jason Snyder (Business); Carrie Andreoletti (Psychological Science); Mark Jones (History); Paul Resetarits (Manufacturing & Construction Management); Talat Salama (Manufacturing & Construction Management); Mary McCarthy (School of Business—Accounting); Exadne Wgazimbi (Counseling Education and Family Therapy); Jane Fried (Counseling Education and Family Therapy); Barry Sponder (Ed Tech/Ed Leadership)

MINUTES	
I.	Minutes: March 13, 2014

II. Old Business

A. The committee **approved** the **course revision** from the Biology Department (Mark Jackson, Representative). The course revision is as follows.

Biology		
1.1	Course Revision BIO 402 Evolutionary & Ecological Genetics	AS, SET, GR

Change title to: Population Genetics
Change prereqs to: BMS 306; or BIO 200 and Bio 290; or BMS 201 and BMS 390; and **BMS 306** or permission of instructor
Revise description to: Study of the genetic processes that affect their evolution, including natural selection, gene flow, and mutation. **Review of basic genetics from General Biology**—Applications of genetics to modern problems in ecology and conservation.

B. The committee **approved** the **program revision** from Educational Technology/Educational Leadership program (Ellen Retelle, and Barry Sponder, Representatives). The program revision is as follows.

Educational Leadership		
2.1	Program revision MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY The masters program will be reduced from 36 credits to 30 credits because content has been integrated into other courses. Deleted EDT 533 and EDT 521 from the program . EDT 514 is removed from program as an option to EDF 583, but will be offered as an optional course.	SEPS, GR

	Course and Capstone Requirements: Core Courses (21 credits): EDT 500 Instructional Design and Evaluation I EDT 501 Message Design and Production EDT 510 Design Tools EDT 512 Computer-based Instruction EDT 521 Interactive Multimedia for Instruction I EDT 522 Instructional Design and Evaluation II EDT 531 Interactive Multimedia for Instruction II EDT 532 Distance Learning and Networking I EDT 533 Distance Learning and Networking II Professional Education (3 credits): One of the following: EDF 500 Contemporary Educational Issues	3 credits 3 credits	APPROVED AS AMENDED
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	<p>EDF 516 School and Society 3 credits</p> <p>EDF 524 Foundations of Contemporary Theories of Curriculum 3 credits</p> <p>EDF 525 History of American Education 3 credits</p> <p>EDF 538 The Politics of Education 3 credits</p> <p>EDF 583 Sociological Foundations of Education 3 credits</p> <p>or</p> <p>EDT 514 Integrating Technology in the Classroom Curriculum (ET majors must choose this course) 3 credits</p> <p>EDT 522 Instructional Design and Evaluation II 3 credits</p> <p>Research and Capstone Requirements (6 credits):</p> <p>Plan A: Thesis</p> <p>Plan E:</p> <p>EDT 598 Inquiry in Educational Technology 3 credits</p> <p>EDT 597 Final Project 3 credits</p> <p>Note: Plan A (Thesis) or Plan E (Special Project) may be selected in consultation with the advisor.</p> <p>EDT 597 Final Project: The purpose of the Master's 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.</p> <p>Students in the program cannot begin the MFP without submitting a comprehensive proposal. In addition, students 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>Note: Students interested in a School Library Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office.</p>	
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C. The committee **approved** the **course additions** from the MBA program (Paul Resetarits and Talat Salama Representatives). The course additions are as follows.

MBA Program			
3.1	Course Addition BUS 546 Applications of Business Analytics 3 credits	BUS, GR, AS	
	Admission to MBA program or permission of MBA director. Business application of data mining. Understanding the importance of data mining in business and how to make business decisions using data mining results. Study of companies creating value through data mining.	APPROVED	
3.2	Course Revision AC 521 Accounting and Performance Measurement for Lean Enterprises	BUS, GR	
	Change title: Accounting for Lean Enterprises Prereqs: AC 531 or permission of the MBA Director or MS Technology Management Director 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. Students apply knowledge through case study or field study. No credit given to students with credit for AC 421. Spring	APPROVED	

MBA Program (Cont'd)		
3.3	Course Addition Bus 505 Quantitative Methods For Business Proposed Prerequisite: Acceptance into Admission to the MBA program or permission of MBA Director Introduces students to the Basics of statistical techniques for the MBA candidate. The course provides a framework, concepts, and tools for statistical analysis and decision making inferences. Topics include data analysis; probability distributions; random, discrete, and continuous distribution analysis; sampling distribution; hypothesis testing; analysis of variance; and introduction to regression analysis.	BUS, GR, AS APPROVED AS AMENDED
3.4	Course Addition MC 500 Advanced Managerial Communication Proposed Prerequisite: Acceptance into MBA program, acceptance into Master's of Communication program, or permission of MBA Director Technical skills and necessary theoretical knowledge of managerial and leadership communication in specific business contexts. Topics include contemporary managerial writing, computer-mediated communications, interpersonal and group communication strategies as well as oral presentations involving the discussion of strategy and data.	BUS, GR, AS APPROVED

III. New Business

A. The committee **approved program revision** from Educational Leadership (Shuju Wu, Representative). The program revision is as follows.

Computer Science		
1.1	Program Revision MASTER OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY	AS, GR
	Remove CET 533 from core; option as an elective Replace with CET 502; core requirement	APPROVED

B. The committee **approved the course revision, course additions, and program revision** from the Counseling and Family Therapy Department (Jane Fried, Representative). The course revision, course additions, and program revision are as follows.

Counseling		
2.1	Course Addition CNSL 569 Foundations of Clinical Mental Health Counseling	SEPS, GR
	Prereqs: none -Admission to the department the M. S. in Counseling program This course includes a A study of the history, philosophy, administration, fiscal management, legal and ethical practices of the mental health counseling profession. The evaluation of mental health counseling programs in community settings will also be studied. Fall GR	APPROVED AS AMENDED
2.2	Course Addition CNSL 573 Counseling Families Prereqs: CNSL 501 and CNSL 500 This course will Study of the the processes and theories of counseling families. The focus is on preparing Prepares students to think systematically and to learn about family concepts, dynamics, theories and techniques. Spring GR	SEPS GR PENDING CLARIFICATION
2.3	Program Revision PROFESSIONAL AND REHABILITATION COUNSELING Remove CNSL 507 from core and replace with CNSL 569 Remove MFT 541 from core and replace with CNSL 573	SEPS, GR NOT ON CONSENT AGENDA

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

Educational Leadership		
3.1	Course addition EDL 551 Curriculum Leadership 3 credits Prereqs: none The course designed to investigate the scope and components of curriculum leadership. Curriculum planning, delivery, monitoring, and evaluation as they relate to leadership behavior will be studied. Students will demonstrate the requisite skills needed for effective curriculum and instructional leadership. GR Note: this is a reinstatement of a course deleted last year	SEPS, GR APPROVED
3.2	Course addition EDL 688 Administration Programs for Diverse Learners I 1 credit Prereqs: none The course will provide administrative and current information about programs, policies, and procedures at the federal, state, and local levels for students who are English Language Learners. Eligible for Special Education Services. GR	SEPS, GR APPROVED AS AMENDED
3.3	Course addition EDL 689 Administration Programs for Diverse Learners II 1 credit Prereqs: none The course will provide administrative and current information about programs, policies, and procedures at the federal, state, and local levels for students who are English Language Learners. Eligible for Special Education Services. GR	SEPS, GR APPROVED AS AMENDED
3.4	Program revision MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP Strand 1 Educational Leadership (36 credits) Required Courses (27 credits) EDL 517 Evaluation ED 540 Educational Motivation and the Learning Process ED 551 Curriculum Leadership ED 598 Research in Education EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change EDL 555 Leadership for Culturally Diverse Schools EDL 594 Practicum I Educational Leadership EDL 595 Practicum II Educational Leadership Electives (9 credits) Capstone Requirement: Comprehensive Exam Strand 2 Teacher and Curriculum Leadership (30 credits) Required Courses (18 credits) ED 598 Research in Education EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change EDL 555 Leadership for Culturally Diverse Schools EDL 591 Curriculum, Instruction, Assessment I EDL 592 Curriculum, Instruction, Assessment II Capstone Requirement embedded in EDL 591 and EDL 592 Elective courses (12 credits): Students select advisor-approved elective courses to complete their graduate programs. Note: 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.	SEPS, GR APPROVED
3.5	Program revision SIXTH-YEAR CERTIFICATE IN EDUCATIONAL LEADERSHIP Add EDL 688 (1 credit) and EDL 689 (1 credit) to core (Does this increase total number of credits? No—deleting EDL 692 [2 credits]) http://www.ccsu.edu/page.cfm?p=15167	SEPS, GR APPROVED AS AMENDED

D. The committee **approved** the **course revisions** from the History Department (Mark Jones, Representative). The course revisions are as follows.

History		
4.1	Course Revision HIST 583 Seminar in Latin American History 3 credits Prerequisite or corequisite: History 501 or 502. If the student has not taken History 501 or 502, please see department chair or M.A. coordinator for permission to enroll. Desc: Selected historical, political, social, cultural, or economic topics. May be repeated with different topics for a maximum of 6 credits. GR	AS, GR APPROVED AS AMENDED
4.2	Course Revision HIST 530 Seminar in Ancient or Medieval History 3 credits Prereq: Prerequisite or corequisite: HIST 501 or 502 or permission of department chair or M.A. coordinator. Program in History or Public History or permission of department chair. Prerequisite or corequisite: HIST 501 or 502 or permission of department chair or M.A. coordinator. Examines selected topics in ancient and/or medieval history. May be repeated with different topics for up to a maximum of 6 credits.	AS, GR APPROVED AS AMENDED
4.3	Course Revision HIST 540 Seminar in European History 3 credits Prereq. or corereq.: HIST 501 or 502 or permission of the department chair or M.A. coordinator. Examines selected topics in early modern or modern European history. May be repeated with different topics for a maximum of 6 credits.	AS, GR APPROVED
4.4	Course Revision HIST 560 Seminar in American History 3 credits Prereq. or corereq.: HIST 501 or 502 or permission of the department chair or M.A. coordinator. Examines selected topics in American History. May be repeated with different topics for a maximum of 6 credits.	AS, GR APPROVED

E. The committee **approved** the **additions** from Manufacturing & Construction Management (Paul Resetarits and Talat Salama, Representatives). The course additions are as follows.

Manufacturing and Construction Management		
5.1	Course Addition ROBO 420 Manufacturing Automation Preqs: ENGR 150 or ROBO 150 or TM 120 and MM324 or ROBO 330 Study of programmable controllers, machine vision, robotic arm, sensors, actuators, and drivers. Application of automation components principles to design and facilitate integrated manufacturing workcell that includes mistake proof and autonoma. Two hours of lecture and two hours of lab per week. Spring	SET, GR APPROVED
5.2	Course Addition ROBO 520 Advanced Manufacturing Automation Study of programmable controllers, machine vision, robotic arm, sensors, actuators, and drivers. Application of automation components principles to design and facilitate integrated manufacturing workcell that includes mistake proof and autonoma. Two hours of lecture and two hours of lab per week. This is a link course. No credit will be given to students with credit for ROBO 420	SET, GR APPROVED AS AMENDED

F. The committee **approved** the **course revisions, course addition and program revision** from Psychological Science Department (Carrie Andreoletti, Representative). The course revisions and additions, and program revision are as follows.

Psychological Science		
6.1	Course Revision: PSY 430 Intergroup Relations Remove graduate credit	AS, GR APPROVED
6.2	Course Revision: PSY 440 Motivation Remove graduate credit	AS, GR APPROVED
6.3	Course Revision PSY 444 Positive Psychology Remove graduate credit	AS, GR APPROVED

Psychological Science (Cont'd)		
6.4	Course Revision: PSY 454 Drugs and Behavior	AS, GR
	Remove graduate credit	APPROVED
6.5	Course Revision: PSY 446 Introduction to Psychotherapy and the Psychology of Counseling	AS, GR
	Change title to: Introduction to Psychotherapy Remove graduate credit	APPROVED
6.6	Course Revision: PSY 460 Behavior Modification: Theory and Practice	AS, GR
	Remove graduate credit	APPROVED
6.7	Course Revision: PSY 470 Personality Psychology: Theories and Research	AS, GR
	Remove graduate credit	APPROVED
6.8	Course Revision: PSY 498 Topics in Psychology	AS, GR
	Remove graduate credit	APPROVED
6.9	Course Addition: PSY 501 Seminar in Thesis and Research Development 1 credit	AS, GR
	Admission to M.A. in Psychology or permission of instructor. Seminar in processes and procedures related to developing and completing a research-based thesis. Fall	APPROVED
6.10	Course Addition: PSY 511 Psychology of Aging 3 credits	AS, GR
	Admission to M.A. in Psychology or permission of instructor. Seminar with a focus on understanding successful aging and the biopsychosocial opportunities and challenges faced by older adults. Topics include the influence of community, health, legal and policy systems on older adults and their families. Fall (E)	APPROVED
6.11	Course Addition: PSY 520 Global Psychology 3 credits	AS, GR
	Admission to M.A. in Psychology or permission of instructor. Examines global cultural contexts which inform human behavior and cognition. Spring (E)	APPROVED
6.12	Course Revision: PSY 546 Short-Term Psychotherapy and Health Care	AS, GR
	Change title to: Psychotherapy and Health Care	APPROVED
6.13	Course Revision: PSY 551 Primary Prevention	AS, GR
	Change title to: Prevention and Community-Based Research	APPROVED
6.14	Course Revision: PSY 553 Developing Prevention Programs	AS, GR
	Change title to: Program Development and Evaluation Change desc to: Developing prevention/empowerment strategies and conducting program evaluations in community and/or institutional settings	APPROVED
6.15	Course Revision: PSY 591 Advanced Independent Reading and Research in Psychology	AS, GR
	Change credits from 3 to "1 to 3" Directed advanced independent studies in psychology. May be repeated for a total of 3 credits.	APPROVED
6.16	Program Revision: MASTER OF ARTS IN PSYCHOLOGY	AS, GR
	This program revision reflects title changes to two courses that are currently being revised. In addition, we are limiting the choice of 400-level courses that can be taken for graduate credit and used as part of the planned program. Course and Capstone Requirements: M.A. Program The program requires 36 to 42 credits, including a thesis. A common core of 18 credits is required for all students. Common Core: PSY 512 Seminar in Developmental Psychology 3 credits PSY 545 Introduction to Clinical Psychology 3 credits PSY 550 Introduction to Community Psychology 3 credits PSY 596 Psychological Research: Design and Analysis I 3 credits	APPROVED AS AMENDED

<p>PSY 597 Psychological Research: Design and Analysis II 3 credits PSY 599 Thesis (defense required) 3 credits</p> <p>Specialization in General Psychology 36 credits</p> <p>The general psychology specialization is designed to give students the opportunity to follow their interests. The specialization provides solid preparation in core areas of psychology, including developmental, clinical, and community psychology and research methodology. General psychology MA graduates often go on to doctoral programs, but many also work in a variety of research and human services settings.</p> <p>Common Core (18 credits) Directed electives as approved by advisor (18 credits)</p> <p>Specialization in Community Psychology 36 credits</p> <p>The community psychology specialization is designed to train students to be active practitioners in the prevention field and to prepare them for further study. It emphasizes developing and delivering interventions that can prevent the onset of psychological problems such as substance abuse, interpersonal violence, and depression. Most of our graduates work in the program planning and development level of local and state government, non-profit organizations, and schools, although some work in direct service positions.</p> <p>Common Core (18 credits) Specialization: PSY 551 Prevention and Community-Based Research 3 credits PSY 553 Program Development and Evaluation 3 credits PSY 595 Graduate Internship in Psychological Applications 3 credits Directed electives as approved by advisor (9 credits)</p> <p>Specialization in Health Psychology 42 credits</p> <p>The health psychology specialization is designed to prepare students for a career in the field of health psychology or for further graduate study. MA graduates often go on to doctoral programs, and others work in a variety of research and human service settings where they can apply knowledge of health-related behaviors, stress, disease risk factors, and methods to improve health and chronic illness. Some also work in the area of prevention.</p> <p>Common Core (18 credits) Specialization: PSY 541 Health Psychology 3 credits PSY 542 Psychology of Stress 3 credits PSY 543 Stress Management: Theory and Research 3 credits PSY 544 Biofeedback: Principles and Practices 3 credits PSY 530 Psychopathology 3 credits PSY 551 Prevention and Community-Based Research 3 credits PSY 595 Graduate Internship in Psychological Applications 3 credits Choose 2 additional electives (6 credits) from the following: PSY 458, 526, 546, 553, 571, 590, 591. Note: A maximum of six credits from the following list of 400-level courses may be included, with approval of faculty advisor, in the planned program of study. PSY 410, PSY 450, PSY 451, PSY 458</p>		
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G. The committee **approved the course revisions, course addition and program revision** from the Special Education Department (Laura Ferguson, Representative). The course revisions and additions, and program revision are as follows.

Special Education		
7.1	Course Revision: SPED 515 Assessment in Special Education	SEPS, GR
	Change prereqs to: SPED 511, 512, 513, 514 Review of the methods and materials used in the assessing and evaluating the performance of students who may be eligible for special education. Topics include psychometric theory, selecting/administrating tests, scoring, interpreting and communicating test results/findings; 10 hours of off-campus field experience required. May be taken concurrently with SPED 514 or SPED 516 .	APPROVED AS AMENDED
7.2	Course Addition: SPED 525 Elementary Internship in Special Education 3 credits	SEPS, GR
	Prereq: SPED 517 and permission of the Office of Student Teaching Eight week full-time internship in assigned elementary special education classrooms, agencies, or institutions. Supervised by certified teacher. Gradual assumption of full responsibility for classroom. CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class. GR	APPROVED
7.3	Course Revision: SPED 526 Philosophy of Education	SEPS, GR
	Change title to: Secondary Internship in Special Education Change Prereq to: SPED 518 and permission of the Office of Student Teaching Eight week full-time internship in assigned secondary special education classrooms, agencies, or institutions. Supervised by certified teacher. Gradual assumption of full responsibility for classroom. CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class. GR	APPROVED
7.4	Course Revision: SPED 591 Independent Study in Special Education	SEPS, GR
	Directed independent studies in special education. May be repeated under different topics no more than twice.	APPROVED
7.5	Program revision: Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement	SEPS, GR
	Program revisions (reduction of 3 credits in characteristics courses and increase of 2 credits in methods courses) reflect recent changes in national standards adopted in 2013. Specifically SPED 511, SPED 512, and SPED 513 are all being reduced from 3 credits each to 2 credits each; a Content Area Methods course (SPED 519 2 credits) is being added to address access to instruction in STEM for K - 12 students with disabilities. Current Description: Mitchell Beck (Chair, Barnard 22001), John Foshay, William Nelson, Joan Nicoll-Senft, Ernest Pancsofar (Dept. phone: 860-832-2400) Proposed Description: The Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. Designed for students who have initial, provisional, or professional certification in elementary education or a 7-12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies, mathematics, or physics, this Specialization leads to a master's degree and provides coursework that leads to a cross endorsement in Special Education. Students in this Specialization must have a current Connecticut teaching certification. The curriculum for this program is aligned with standards of the Council for Exceptional Children (CEC) and meets certification requirements of the Connecticut State Department of Education.	APPROVED
	Program Learning Outcomes: Students in this program will be expected to:	

	<ul style="list-style-type: none"> •demonstrate knowledge of foundational issues in special education and their impact on the field; •demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies; •promote effective learning environments and social interactions for individuals with disabilities; •demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication; •further their knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with a wider variety of academic problems; •implement action research processes to contribute to improved special education services to individuals with disabilities; and •promote professional and ethical practices in the field of special education. <p>Core (18 credits):</p> <p>SPED 532 Contemporary Issues in Special Education 3 SPED 511 Behavioral/Emotional Disorders 2 SPED 512 Learning Disabilities 2 SPED 513 Developmental Disabilities 2 SPED 514 Cognitive Behavior Management and Social Skills Strategies 3 SPED 515 Assessment in Special Education 3 SPED 516 Instructional Programming for Students with Exceptionalities 3</p> <p>Methods (8 credits):</p> <p>SPED 517 Special Education Methods in Reading 3 SPED 518 Special Education Methods in Writing 3 SPED 519 Special Education Methods in Content Area Instruction 2</p> <p>Student Teaching or Practicum (6-7 credits):</p> <p>SPED 520 Seminar for Student Teachers 1 SPED 521 Student Teaching in Special Education–Elementary 3 SPED 522 Student Teaching in Special Education–Secondary 3 (all three taken concurrently)</p> <p>or</p> <p>SPED 523 Practicum in Special Education–Elementary 3 SPED 524 Practicum in Special Education–Secondary 3</p> <p>Research and Capstone Requirements (9 credits)</p> <p>SPED 598 Research in Special Education 3 SPED 596 Designing Action Research in Special Education 3 SPED 597 Implementing Action Research in Special Education 3</p>	
7.6	Program Revision: Post-Baccalaureate Program for Certification in Special Education	SEPS, GR
	Reduced characteristics courses (SPED 511, 512, 513 to 2 credits each (from 3 credits each);	APPROVED
	increased methods courses by adding SPED 519 (2 credits).	
7.7	Program Revision: Master of Science in Special Education: Specialization for Teachers Not Seeking Cross Endorsement (30 credits)	SEPS, GR
	<p>Change SPED 511, 512, and 513 from 3 to 2 credits. Students will be required to take all three courses:</p> <p>Core (12 credits):</p> <p>SPED 532 Contemporary Issues in Special Education 3 SPED 566 Legal and Administrative Issues in Special Education 3 SPED 511 Behavioral/Emotional Disorders 3 2 SPED 512 Learning Disabilities 3 2 SPED 513 Developmental Disabilities 3 2</p>	APPROVED

<p>Electives (9 credits):</p> <p>SPED 506 Foundations of Language for the Exceptional Child 3 SPED 510 Inclusive Education 3 SPED 536 Autism Spectrum Disorder 3 SPED 560 Positive Classroom Management for Students Receiving Special Education Services 3 SPED 578 The Juvenile Offender with Special Education Needs 3 SPED 580 Collaborative Process in Special Education 3 SPED 581 Assistive Technology in Special Education 3 SPED 595 Topics in Special Education 1-3 Note: Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics.</p> <p>Research and Capstone Requirements (9 credits):</p> <p>SPED 598 Research in Special Education 3 SPED 596 Designing Action Research in Special Education (Plan E) 3 SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3</p>	
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H. The committee **approved** the **course additions** and **program revision** from the MBA Department (Paul Resetarits and Talat Salama Representatives). The course additions, and program revision are as follows.

MBA		
8.1	Course Addition: AC 507 Advanced Accounting 3 credits	BUS, GR
	AC 531 or permission of the MBA Director or Department Chair. Consolidation of financial information (60%), foreign currency translation (20%), and partnership accounting (20%) are covered. Economic theories behind accounting standards will be discussed and practice entries through worksheet tools will be required . Students prepare a comprehensive case for each topic. No credit given to students with credit for AC 407.	APPROVED AS AMENDED
8.2	Course Addition: AC 520 Managerial Analysis & Cost Control 3 credits	BUS, GR
	Prereqs: AC 531, or permission of the MBA Director or Department Chair. Advanced topics in managerial and cost accounting, along with formulation and application of cost accounting procedures. Topics include systems based approaches using integrative cases. No credit given to students with credit for AC 420.	APPROVED AS AMENDED
8.3	Course Addition: AC 524 Accounting for Non-Profit Institutions 3 credits	BUS, GR
	Prereqs: AC 531 or permission of the MBA Director or Department Chair A Broad survey of accounting and financial reporting for governmental and non-profit entities. Topics include: fund accounting concepts are defined and explained , and the appropriate activities of individual funds are studied . Students will select a financial report (CAFR) for a municipality or state of their choice at the beginning of the term , and apply knowledge learned each week to exercises assigned . No credit given to students with credit for AC 430.	APPROVED AS AMENDED
8.4	Program Revision Master of Business Administration	BUS, GR
	<p>Title: Master of Business Administration</p> <p>Proposed Description</p> <p>The program is designed for part-time or full-time study.</p> <p>Prerequisite Foundational Courses may be waived based on prior education or experience.</p> <p>AC500 Financial and Managerial Accounting Concepts 3 credits</p> <p>FIN500 Managerial Finance 3 credits</p> <p>LAW500 Business Law and the Legal Environment 3 credits</p> <p>MGT500 Management of Contemporary Organizations 3 credits</p> <p>MKT500 Marketing Management 3 credits</p> <p>MC500 Advanced Managerial Communication 3 credits</p> <p>MIS500 Management Information Systems 3 credits</p> <p>BUS505 Quantitative Methods for Business 3 credits</p>	APPROVED

Core Courses A common core of 15 credits: AC531 Accounting Information and Decision Making 3 credits MIS531 Strategic IT Alignment 3 credits FIN531 Corporate Finance 3 credits MGT531 Managing and Leading in the Contemporary Organization 3 credits MKT531 Strategic Marketing 3 credits	Tracks 12 credits of approved graduate course work in accounting, business analytics, or combination of approved graduate courses (AC521, AC540, AC542, AC544, AC546, AC548, AC524, AC507, AC520, BUS540, BUS542, BUS544, BUS546). Integrative Capstone Experience (Plan C) All students must successfully complete the integrative capstone experience. BUS580 Applied Business Research Proposed Credits: 30-54	
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