To: Graduate Academic Council

From: Pedro Caban, Chair
GAC Committee on Curriculum & Instruction (CC&I)

Date: December 10, 2012

Subject: Report and Recommendations


CC&I Members Absent: B. Dieffenbach, P. Gonczlik and A. Redlich

The CC&I Committee met on December 10, 2012 to discuss four items (eight academic proposals) of business. The following recommendations are now forwarded for GAC’s review and further action.

1. School of Business – Request to revise the Graduate Certificate in Information Security degree program

The School of Business Graduate Certificate in Information Security was originally developed to help students recognize and analyze as well as respond to and manage security risks. Initial focus was placed on security officers responsible for public and private organizational information. It consisted of a core curriculum of four courses plus a field project or elective course for a total of 15 credits. Department of Education grants and other university partnerships have since provided the opportunity to add eight new courses to the program and the ability to offer training in additional security sub-divisions such as digital forensics and system security. The revised program is comprised of two core courses and the choice of three additional specialization courses maintaining a 15 credit program.

The Committee agreed that the revised certificate offered greater flexibility in its course offerings and provided more opportunity for students to pursue their interest in a particular subarea. The proposal received unanimous approval (5-0-0).

2. School of Public Health – Request to add an Environmental Health Services concentration to its DrPH degree program

The School of Public Health’s current DrPh program contains two areas of concentration, Health Policy, Management and Behavior, and Epidemiology and Biostatistics. Now the addition of an Environmental Health Services (EHS) concentration is requested to fulfill one of the core areas of public health required for accreditation by the Council on Education in Public Health. The new EHS concentration is to consist of four required courses, an EHS course elective, a 12 credit practicum phase and a doctoral project and dissertation and mirrors the requirements of the other concentrations.

The EHS concentration’s focus on toxicology, environmental chemistry and occupational epidemiology is comparable to that in other university programs and complies with growing student demand. Full backing was given the proposal with 5-0-0 vote of the Committee.
3. School of Education’s Department of Educational Administration and Policy Studies (EAPS) – Request to revise core requirements in its M.S., CAS and PhD degree programs

Proposal was tabled pending receipt of additional information felt necessary for further discussion.

4. School of Education – Proposal to revise five degree programs:
   - M.S. in Literacy
   - M.S. in Early Childhood/Childhood Literacy
   - M.S. in Special Education and Literacy I
   - M.S. in Special Education and Literacy II
   - M.S. in Special Education (Internship Certification)

The School of Education submitted a collective proposal requesting changes to five of its teacher preparation degrees. As the programs are interconnected and have overlapping certifications and degree requirements, the proposal is inclusive of all five and is the product of a collaborative effort of the School’s Department of Reading and Department of Educational and Counseling Psychology’s Division of Special Education. As stated in the proposal’s submittal statement, the requested changes were “Triggered by current federal and state policy changes, ongoing program evaluation, and continued discussions resulting from the Clinically Rich Teach Preparation and 325 T Special Education Improvement Grants”.

Revisions include: changing course title and descriptions throughout to include Common Core, RTI, teacher leadership and data driven instruction educational initiatives; updating practicum courses for content requirements and experiences aimed at strengthening particular areas (e.g. writing instruction); placing greater emphasis on literacy coaching, mentoring and teacher leadership; removing “Literacy” from the M.S. in Early Childhood/Childhood degree to negate confusion; and altering the credits needed for the M.S. in Special Education and Literacy I from 40 to 43 credits.

Upon review the Committee considered the proposal to be well written, detailed and presented. The requested changes are reflective of student demand and need as well as current education initiatives. As the revisions will result in program improvement and strengthening, all five proposals were given a unanimous (5-0-0) endorsement.