

November 7, 2018
Consent Agenda

All changes are effective Fall 2019.

Academic Affairs (*moved and seconded in committee*)

Proposals for new undergraduate courses:

COLLEGE OF HUMANITIES AND FINE ARTS

1. Department of Politics

a. INTEL 344 – Weapons of Mass Destruction (Form C – ID# 1297)

Proposed catalog description: INTEL 344 - Weapons of Mass Destruction. (3 credits) (Prereq: POLI 101 or permission of the instructor) This course examines the spread of nuclear, chemical, and biological weapons, as well as ballistic missiles. These systems taken together are commonly referred to as weapons of mass destruction, or WMD. Students learn what nuclear, chemical, and biological weapons and ballistic missiles are, and who has or might have such weapons. Students also study the actual and theoretical use of WMD by states and terrorists, consider their strategic value as instruments of national security, and grapple with problems of arms control, disarmament, and intelligence. F,S.

Course Prefix/Number: INTEL 344

Course Title: Weapons of Mass Destruction

Primary Goal: This course may be taken as a cognate or elective

Repeatable for Credit: No

Course Equivalencies: No

Pass/Fail Grading: No

Prerequisite(s): POLI 101 or Permission of the instructor

Corequisite(s): None

Number of credits: 3

Cross-listing(s): None

Course Restriction(s): None

Estimated enrollment: 28

Prior enrollment in course: 0

Method of delivery: Classroom

Semester(s) offered: Fall, Spring

Considered for the Core Curriculum: No

Considered for the QEP: No

Academic Affairs *(moved and seconded in committee)*

Proposals for change(s) in, restoration of, or removal of undergraduate courses:

COLLEGE OF HUMANITIES & FINE ARTS

1. Department of Communication, Media and Culture

a. COMM 495 Q– Communication Internship

Proposed revision(s): course change. (Form A – ID# 1805)

Course Action(s): ~~Other:~~ revised course catalog description.

Proposed catalog description:

COMM 495 Q - Communication Internship ~~(3)~~ **(1-3 credits)** (Prereq: COMM 140 and COMM 274 and at least ~~90~~ **60** credit hours). The guided internship requires ~~120 hours~~ **40 (for 1 credit), 80 (for 2 credits), or 120 hours (for 3 credits)** of on-site work, a journal, and a final paper. ~~The purpose of the course is to~~ **This experience** provides students with practical application opportunities ~~for~~ **of** their knowledge and skills; **and** to introduce them to ~~local and regional~~ employers in their field of study; and to enhance networking opportunities. **This course may be repeated for up to six hours or six hours may be taken concurrently with permission from instructor. F, S, M, Su, W.**

Graduate Council *(moved and seconded in committee)*

Proposal(s) for change(s) in graduate programs:

COLLEGE OF EDUCATION

1. Department of Literacy, Sp. Ed.

a. change(s) to the Masters of Education in Language, Literacy and Culture program (Form B – ID# 58)

Proposed changes: ~~Other:~~ Delete Letters of Recommendation from program admission criteria.

Proposed catalog description:

MASTER OF EDUCATION IN LANGUAGE, LITERACY AND CULTURE (M.Ed.)

Admission Requirements

Applicants for M. Ed. in Language, Literacy, and Culture program admission must meet the following requirements:

1. A completed application for graduate study at the University and an official transcript from each school or college previously attended (all prior undergraduate academic

study must be represented as well as other graduate study if such study has been completed).

2. ~~At least two letters of recommendation, one of which should be from a supervisor in an educational setting.~~
3. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
4. Evidence of teacher certification.
5. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
 - a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - d. Pearson Test of English (PTE) Academic with a score of 59;
 - e. Cambridge Certificate of Advanced English (CAE) with a minimum level of C1;
 - f. Cambridge Certificate of Proficiency in English (CPE) with a minimum level of C1;
 - g. Michigan English Language Assessment Battery (MELAB) with a score of 77;
 - h. Test of English for International Communication (TOEIC) with a score of 745;
 - i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

b. change(s) to the Masters of Special Education in Special Education program (Form B – ID#62)

Proposed changes: Change to the number of credit requirements from 30 to 33 and add the approved new course, EDSP 645 – Literacy Instruction for English Learners and Students with High Incidence Disabilities to the Learning Disabilities, Intellectual Disabilities and Emotional Disabilities concentrations of the M.Ed. in Special Education.

Proposed catalog description:

MASTER OF EDUCATION IN SPECIAL EDUCATION (M.Ed.)

Degree Requirements (30-33 Graduate Credit Hours)

CORE COURSES (18 Credits Hours)

- EDSP 600 - Applied Behavior Analysis

- EDSP 606 - Instructional Design in Special Education
- EDSP 630 - Single-case Research
- EDSP 640 - Behavior Management
- EDSP 641 - Comprehensive Assessment for Exceptional Learners
- EDUC 607 - Research for Today's Schools

CONCENTRATION COURSES (~~12~~-15 Credits Hours)

Choose one concentration:

Twice-Exceptional (Gifted and Talented and Learning Disabilities (15 Credit Hours)

- EDSP 690 - Specific Learning Disabilities (SLD): Nature and Needs
- EDSP 691 - Instructional Procedures for Students with Learning Disabilities
- EDSP 697 - Practicum in Special Education
- EDUC 608 - The Nature and Needs of Gifted and Talented Students
- EDUC 609 - Introduction to Curriculum and Instruction for Gifted and Talented Students

Twice-Exceptional (Gifted and Talented and Emotional Disabilities (15 Credit Hours)

- EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities
- EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders
- EDSP 697 - Practicum in Special Education
- EDUC 608 - The Nature and Needs of Gifted and Talented Students
- EDUC 609 - Introduction to Curriculum and Instruction for Gifted and Talented Students

Emotional Disabilities (~~12~~ 15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education
- EDSP 670 - Characteristics of Learners with Emotional and Behavioral Disabilities
- EDSP 671 - Method/Procedures for Learners with Emotional and Behavioral Disorders
- EDSP 697 - Practicum in Special Education
- EDSP 645 - Literacy Instruction for English Learners and Students with High Incidence Disabilities

Intellectual Disabilities (~~12~~-15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education

- EDSP 680 - Characteristics of Individuals with Intellectual Disabilities
- EDSP 681 - Methods for Teaching Students with Intellectual Disabilities
- EDSP 697 - Practicum in Special Education
- EDSP 645 Literacy Instruction for English Learners and Students with High Incidence Disabilities

Learning Disabilities (~~12~~-15 Credit Hours)

- EDSP 635 - Advanced Topics in Special Education
- EDSP 690 - Specific Learning Disabilities (SLD): Nature and Needs
- EDSP 691 - Instructional Procedures for Students with Learning Disabilities
- EDSP 697 - Practicum in Special Education
- EDSP 645 Literacy Instruction for English Learners and Students with High Incidence Disabilities

Severe Disabilities (15 Credit Hours)

- EDSP 610 - Characteristics of Students with Severe Disabilities
- EDSP 615 - Instruction of Students with Severe Disabilities
- EDSP 620 - Language and Communication Skills of Students with Severe Disabilities
- EDSP 635 - Advanced Topics in Special Education
- EDSP 697 - Practicum in Special Education

2. Department of MAT, Leadership, IT

a. change(s) to the Masters of Education in Instructional Technology program (Form B – ID# 59)

Proposed changes: Other: Modify Letters of Recommendation program admission criteria.

Proposed catalog description:

MASTER OF EDUCATION IN INSTRUCTIONAL TECHNOLOGY (M.Ed.)

Admission Requirements

Applicants for admission to the M.Ed. Instructional Technology program must meet the following requirements:

1. A completed graduate degree application and payment of application fee.
2. An official transcript from each school or college previously attended (all prior undergraduate academic study must be represented as well as other graduate study if such study has been completed).
3. ~~At least two letters of recommendation.~~ **Two letters of recommendation are suggested but not required.**

4. Official transcripts reflecting an undergraduate Grade Point Average (GPA) of 3.0 (overall) OR, report of minimum scores on the Graduate Record Examination (GRE) (minimum score of 286 with no less than 146 on the verbal and 140 on the quantitative portions), OR, report of a minimum score (388) on the Miller Analogies Test (MAT). Scores must be no more than five years old.
5. Evidence of teacher certification. (NOTE: For students seeking the instructional technology concentration only, certification requirement may be waived based on program review.)
6. If a non-native speaker of English, provide official results from tests taken within the last three (3) years or one of the following acceptable means of documenting English language proficiency consistent with success in graduate programs (Note that higher scores may be required of some graduate programs so applicants are urged to consult their desired program to identify whether a higher score is required):
 - a. A minimum score of 550 on the paper-based (PBT) or 79 on the internet (iBT) Test of English as a Foreign Language (TOEFL);
 - b. A minimum score of 6.5 on the International English Language Testing System (IELTS) exam;
 - c. Certificate of Completion of level 112 of English for Academic Purposes (EAP) from an ELS Language Center;
 - d. Pearson Test of English (PTE) Academic with a score of 59;
 - e. Cambridge Certificate of Advanced English (CAE) with a minimum level of C1;
 - f. Cambridge Certificate of Proficiency in English (CPE) with a minimum level of C1;
 - g. Michigan English Language Assessment Battery (MELAB) with a score of 77;
 - h. Test of English for International Communication (TOEIC) with a score of 745;
 - i. Bachelor's degree earned from a regionally accredited U.S. institution of higher education within the last three (3) years.

b. change(s) to the Specialist in Instructional Technology program (Form B – ID# 60)
Proposed changes: Other: Modify Letters of Recommendation program admission criteria.

Proposed catalog description:

SPECIALIST IN INSTRUCTIONAL TECHNOLOGY (Ed.S.)

Admission Requirements

1. A completed application for graduate study at the University.
2. Official transcripts of all undergraduate and graduate coursework from previously attended schools.
3. An earned Master's Degree from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale.
4. At least 6 credit hours of graduate coursework in Instructional Technology or related field completed within the past six years.*

5. ~~Two letters of recommendation, one of which should be from a supervisor in a professional education or training unit.~~ Two letters of recommendation are suggested but not required.
6. Submission of a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

*Applicants who do not meet criteria #4 may be provisionally admitted but must complete two masters-level Instructional courses, one of which must be [EDIT 604](#), before enrolling in the Ed.S. coursework.