



## MEMORANDUM

**TO:** **Dr. Francis Moran and the University Senate Executive Committee**

**FROM:** **The University Senate Graduate Studies Committee (GSC):**

Dr. Amit Mokashi, Co-Chair

Dr. Xiaodi Zhu, Co-Chair

Dr. Gunhan Caglayan

Dr. Lorraine Chewey

Dr. Helen Friedland

Dr. Grace Wambu

**DATE:**

Table 1.1

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Data Science for Social Good
Full Course Title	FINC TBD-5 Data Science for Social Good
Credits	3
Course Level	500
Catalog Description	This course will focus on using data science and AI for social good. It will cover a broad range of topics starting with identifying social problems where data science can be of help, applying machine learning techniques to help solve these problems, and understanding the ethical aspects of AI.
Enrollment & Scheduling	This course will be offered at least once per year. Enrollment will be capped at 25.
Prerequisites	FINC530
Component Workload	Lecture 3 C. hrs.
Proposed by	J.D Jayaraman
<b>Committee Observations</b>	<p>SLO A. “Identify social good problems...” can be more clear. It may be changed to “problems related to social good”.</p> <p>Assessment: The committee recommends adding general description about the final project and whether it has scholarly writing component.</p> <p>State citation style in bibliography and please correct all references to ensure the latest edition of the same is used.</p>
<b>Committee Recommendation</b>	Rollback to the proposer

Table 2.1 internal comments table

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Economics for Educators
Full Course Title	FINC TBD-6 Economics for Educators
Credits	3
Course Level	500
Catalog Description	This course is specifically designed for practicing k-12 educators. It will improve your understanding of key elements of economics, philosophy, and business, and help you to teach your students to become more informed citizens and to live a fulfilling life.
Enrollment & Scheduling	This course will be offered in Summer Session I. Enrollment will be capped at 25.
Prerequisites	NA
Component Workload	Lecture 3 C. hrs.
Proposed by	Joseph DiFiglia
<b>Committee Observations</b>	
<b>Committee Recommendation</b>	Approve

Table 3.1

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Capstone in Financial Technology
Full Course Title	FINC TBD-7 Capstone in Financial Technology

Credits	3
Course Level	700
Catalog Description	This course is the culmination of the Master of Science in Financial Technology program. The student produces an original written and oral work that demonstrates mastery of the curriculum under the supervision of a faculty advisor. The oral portion of the final presentation will be made.
Enrollment & Scheduling	This course will be offered every semester. Enrollment will be capped at 25.
Prerequisites	NA
Component Workload	Lecture 3cC. hrs.
Proposed by	Youngmin Ha
<b>Committee Observations</b>	<p>Need more clarification on the catalog description and more relevant to the major.</p> <p>Student presentation is not an instructional procedure, but an assessment method.</p> <p>State citation style in bibliography and please correct all references to ensure the latest edition of the same is used.</p> <p>In Assessment: Participation and progress (20%) Progress is undefined.</p>
<b>Committee Recommendation</b>	Rollback to the proposer

Table 4.1

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Big Data Analysis
<b>Full Course Title</b>	FINC TBD-14cBig Data Analysis and Cloud Technologies

Credits	3
Course Level	500
Catalog Description	This course will provide students with a thorough understanding of


Catalog Description	This course explores the resources of research, the principles of research theory and methods, and the processes of developing research questions and hypotheses, literature review, and data collection for qualitative and quantitative research in business context. The course discusses ethical considerations and effective, scholarly written and oral communication.
Enrollment & Scheduling	The course is the seminal course in the DBA, EDBA, VDBA. As such, it will be offered in the FALL semester for the traditional DBA, The first summer session (week long) for the EDBA, and at anytime needed in the Virtual or VDBA setting.
Prerequisites	N/A
Component Workload	Lecture 3 C. hrs.
Proposed by	EunSu Lee
<b>Committee</b> Observations	State citation style in bibliography and please correct all references to ensure the latest edition of the same is used.  SLO # 5 unclear and not representative of 800-level research course.
<b>Committee</b> Recommendation	




Course Level	800
Catalog Description	This course introduces interactive oral and interpersonal communication skills critical to doctoral students, leaders, including






<b>Committee</b> Observations	State citation style in bibliography and please correct all references to ensure the latest edition of the same is used.  Please correct typos and grammatical errors.  Student presentations are not an instructional strategy, they are an assessment measure.
<b>Committee</b> Recommendation	Rollback to the proposer

Table 9.1

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Global Business Impact
Full Course Title	MGMT TBD-13 : Global Business Impact
Credits	3
Course Level	800
Catalog Description	This doctoral level course surveys the changing international business landscape utilizing theory, focusing on the opportunities and challenges that companies face in the global marketplace. The course also assesses the economic, political, legal, cultural and ethical factors that affect multinational enterprises; and the role of governments, central banks, financial markets, regional and multilateral institutions (e.g., World Bank, IMF, WTO), and individuals in shaping the international business environment. Research based management theory is key to understanding the current international landscape.
Enrollment & Scheduling	This course is the seminal course in the DBA. As such, it will be offered in Spring semester for the DBA.
Prerequisites	N/A



<b>Committee</b> Observations	<p>State citation style in bibliography and please correct all references to ensure the latest edition of the same is used.</p> <p>Please confirm if any of the supporting bibliography is in the library.</p> <p>Student presentations are not an instructional strategy, they are an assessment measure.</p>
<b>Committee</b> Recommendation	Rollback to the proposer

Table 11.1

<b>Requested Action</b>	<b>New Permanent Course</b>
<b>Abbreviated Course Title</b>	Qualitative 1
Full Course Title	MGMT TBD-15 : Qualitative 1
Credits	3
Course Level	800
Catalog Description	<p>This course discusses the research questions and design, data collection, analysis, and interpret and visualize the results and findings with the already well-established qualitative research methods that are essential for business research. This course also discusses philosophy, ethics, and communication of qualitative research in business research. Students will learn when it is appropriate to use qualitative research methods and how to apply them to research effectively.</p>
Enrollment & Scheduling	This course will be offered at least once per year.
Prerequisites	Data Analysis





Catalog Description	This course discusses the research questions and design, data collection, analysis, and interpret and visualize the results and findings with the already well-established quantitative research methods that are essential for business research. This course also discusses philosophy, ethics, and communication of quantitative research in business research. Students will learn when it is appropriate to use quantitative research methods and how to apply them to research effectively.
Enrollment & Scheduling	This course will be offered at least once per year.
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<b>College/Department</b>	College of Education, Special Education Department
<b>Program Goals</b>	<p>Program Learning Goal 1 Candidates use their deep content knowledge in subject matter in teaching secondary students</p> <p>Program Goal 2 Candidates create an effective classroom environment for all learners and are caring, empathetic and supportive of all learners</p> <p>Program Goal 3 Candidates align practice with legal and ethical expectations</p> <p>Program Goal 4 Candidates create instructional plans using key points, multiple means of representation, and engaging activities that stimulate student inquiry and engagement</p> <p>Program Goal 5 Candidates are knowledgeable about the theories and principles relevant to different classroom situations</p> <p>Program Goal 6 Demonstrate belief that all students, including students with disabilities, are entitled to high-quality instruction and challenging content</p>
<b>Anticipated Enrollment</b>	15 to 73 total in 5 years
<b>Proposed by</b>	Carol Fleres



<b>Proposed by</b>	Laszlo Molnar
<b>Committee Observations</b>	Please correct the “Projected Tuition and Fees” chart.
<b>Committee Recommendation</b>	Approve with minor modification