

**Minutes**  
**Graduate Studies Meeting**  
**March 29, 2012—3:00-4:30 Marcus White Living Room**

Attendees: B. Nicholson, M. Davis, G. Fitzgerald, B. Panoutsopoulos, N. Zlatereva, R. Cohen, A. Hyman-Gregory, E. Retelle, S. Seider, D. Adams, P. Lemma, S. Kirstukas, E. Leonidas, M. Ciscel, B. Emiliani, O. Perdomo, M. Lourdes Casas, C. Parr, M. Voight, J. Thomas, C. Fallahi, B. Nelson, P. Gardner, V. Garcia, M. Howell

Susan Seider-Chair:

- Approval of Minutes from February 23, 2012.
  - Reminder about Meeting dates for the remainder of **2012** Academic Year- See grid below.
- All meetings held in Marcus White Living room at **3:00-4:30 p.m.** (*Note: start time.*)

**Remainder of SPRING 2012 Meetings**

| <b>FULL GSC MEETING<br/>MWLR (3-4:30)</b> | <b>CURRICULUM<br/>Subcom. Rvac 466<br/>(2:30-4:00)</b> | <b>POLICY (meets Thurs. after full<br/>GSC mtg.) 2:30</b> |
|---|--|---|
| 3/29                                      | 4/19   | 4/5   |
| 4/26                                      |  | 5/3   |

Notes from Dean Paulette Lemma

1. Some students are calling to register for the thesis or special project in summer. The form indicates that these capstones take place in fall and spring. While there are some departments who wish to have the proposal completed before registration, it is important to keep in mind that if they start in spring, they will not be able to register until fall. Some adjustments may need to be made to department requirements for the spring semester.
2. The Video that we reviewed at the fall graduate forum has now been put online at the graduate website. Please take time to view it in its finished form and provide Dean Lemma with feedback about it. We hope it will be a good way to recruit prospective students.
3. Please ask your department to check the graduate website for their program description, under Academic: All programs by subject/major. In preparation for the new graduate catalog, please let my office know if any changes are needed. Departments should also check their own websites to make sure that the information matches with what is on the graduate website.
4. **Dates:**
  - a) Graduate Forum; April 12 12:30-2:00 Constitution Room. If your department has not responded about attendance, please let me know today (sign-up sheet).
  - b) Commencement date for May 2012: May 16
  - c) Comprehensive Exam results due May 1
  - d) Planning has begun for Orientation to be held June 13
5. Posterboards for the May 8 Graduate Research and Creative Presentation Event are available in HB 102 Graduate Studies Office; please share this information with the department and any student who is presenting on behalf of your program.
6. Due dates for students

- a) **Theses are due April 16** if students wish to have their theses listed in commencement booklet; otherwise no later than exam week. Please remember to submit grade change forms to me if students have an incomplete from previous semester. Students should follow the guidelines for submission as noted in the thesis handbook.
- b) **Special projects are due no later than exam week. Please remember to submit grade change forms to me if students have an incomplete from previous semester. Please have** students follow the guidelines for submission of special projects: one original and three abstracts need to be submitted.

Pat Gardner, Associate Director of Graduate Admissions:

Report on data from Graduate Open Houses: The decline in attendance at the Open House from 2010 to 2012 has been substantial. Pat shared attendance data from the last few graduate open houses.

Notes from Susan Seider, Chair of GSC

Planned programs that were processed by March 25 eliminated the need for students to have a pin number. Starting on March 26 advisors will need to provide pin numbers for students who do not have planned programs on file. Registration begins on April 9. Pin Numbers are in the Banner system that can be accessed by department secretaries. Pin numbers can also be accessed through Webcentral.

Committee Reports

- **GSA:** No student representative was present.
  - **Scholarship:** Dr. Oscar Perdomo (Chair); Drs. Wang, Siporin (Tentative), Voight. GSA submission deadline moved to April 3 for Department Graduate Tribute Award, due to holiday on April 6. As of this date, no applications have been submitted.
  - Scholarship Committee will meet on April 10 for decisions on student scholarships and Graduate Tribute Award.
  - **Policy:** Dr. Mike Davis (Chair); Members: Drs. Spector, Retelle, Seider (see policies on pp. 5-7 of these minutes.)
    - 1) *Physical Education Policy Changes* **approved.**
    - 2) *Geography-Policy Changes* **approved.**
    - 3) *Modern Languages Post-baccalaureate Teacher Certification and changes in courses related to language proficiency- Policy Changes* **approved.**
    - 4) *New English Language Proficiency Requirement for non-native speakers of English* Policy was **tabled** for further clarifications and will be discussed by Policy committee on April 5.
  - **Appeals:** Dr. Ralph Cohen (Chair); Drs. J. DeLaura, G. Fitzgerald, J. Thomas, S. Seider. No appeals.
- **Curriculum\***All curriculum items were approved with the exception of the course additions from the Departments of *Counseling and Family Therapy, Geography, and Manufacturing and Construction Management* because no department representatives attended the committee meeting (see details of curriculum business below).

The committee **approved** as amended:

- 1) course and program revisions from the **Special Education Department**;
- 2) program revision for the Master of Science in Teaching English to Speakers of Other Languages (TESOL);
- 3) course revisions from the Computer Electronics and Graphics Technology Department;

The GSC recommended to Don Adams, Chair of Curriculum Committee, that the Senate should approve the current version (as-is) of the proposed General Education Program design.

### **Old Business:**

#### Updates and Recommendations regarding strategic goals from the subcommittees working with Dean Lemma

**Goal:** *Promote existing degree programs to recruit more quality students; work with Marketing and Communications Office to market to target audiences.*

The subcommittee recommended to hold Open House every fall and every other year in spring (even years). They also reported several ideas that will be explored to meet this goal such as:

- The Graduate website will spotlight various degree programs with a link to the particular program. The spotlighted programs will be periodically changed. These should include specific contact information for the program liaisons (coordinators or chairs, etc.).
- NPR underwriting –Advertise CCSU Grad School and perhaps highlight one or more degree programs. (“Brought to you tonight by CCSU Graduate School”....etc.)
- Research should be conducted regarding placing an advert. on facebook. We need to see how it works; and if there is a time span for which the advert appears. Also how much it costs and how it targets possible master candidates.. Also can we get information about who clicks on the advert so we can follow up with individuals personally.
- We will check with undergrad admissions to see how or if they use social media sites (Facebook, Twitter, etc.) and see if there is anything they do that we could also do for the graduate programs.
- Can we set up a way for a person who goes to the Grad website, interested in a particular degree program to be referred directly to a Dept. so that the Dept can follow up with an email, phone call or letter?
- Research what is involved in Billboard advertisements in strategic locations – check costs etc. Emphasize particular degree programs.

--Membership voted unanimously to recommend goal is met.

**Goal:** *Work with Bursar to have a later date when graduate students need to pay course fees; change payment plan arrangements to reduce late registrations.*

This goal was reported on during the October 2011 GSC meeting and is deemed to have been met by the committee. The committee investigated via the internet how other institutions

addressed the issue of late payment and found that the policy here at CCSU was appropriate and supportive of our students' needs and seemed quite generous.

--Membership voted unanimously to recommend goal is met.

**Goal:** *Work with Student Affairs to seek out Residence Hall Housing for out of state and International graduate students in the residence hall; establish a list of available housing close to campus for distribution to the same population of students needing housing.*

The committee reports that the goals have been sufficiently met based on the current parameters. The list of links for off-campus housing can be distributed to graduate students seeking housing but unfortunately, there is not much we can do about the university's residence halls currently only being available to undergraduates (that is until new residence halls are built). A handout will be put together with housing information, which can be distributed to incoming students and posted on the Grad Studies web page.

-- Membership voted unanimously to recommend goal is met.

Meeting was adjourned at 4:15 p.m.

**The following pages contain policies and curriculum items that were approved or tabled.**

## **Admissions Criteria for Proposed MS Physical Education: Specialization in Exercise Science**

### **1. Nature of request**

We seek approval of a change in department admissions for the Physical Education and Human Performance Department two year summer to summer cohort specialization in Exercise Science.

### **2. Date voted on by Department faculty**

February 9, 2012

### **3. Rationale for recommended change**

Applicants of this program are expected to enhance knowledge and clinical skills needed for the professions of certified (state of CT licensed) athletic trainers, certified strength and conditioning specialists and certified health fitness specialists. To begin serving the need, the department began offering courses in 2010 to address the needs of students that were interested in exercise science and sport medicine courses. Graduate interns in athletic training and strength and conditioning have specific content that were not being addressed with our current physical education course offerings. Thus, the increased interest in Exercise Science has led to an increase in the number of required courses, specifically during the summer session. This has justified the need for a two year summer to summer cohort with a specialization in Exercise Science. The rationale for the cohort in this program is this will allow the students to begin the program during the summer session since some graduate exercise science courses are only offered during the odd or even summer years.

### **4. Exact Wording that will go into Graduate Catalog**

Admission Requirements for Two-Year Cohort Master's in Physical Education with a Specialization in Exercise Science.

The Department of Physical Education and Human Performance offers a two-year cohort Program beginning each summer for the Master's in Physical Education with a Specialization in Exercise Science. All applications and supporting materials for admission to the program must be received by March 1 for summer matriculation. Applicants who do not meet the March 1 deadline may enroll in courses on a non-matriculated basis, subject to course availability and will be considered for fall admission. Candidates for admission will be selected based on the following criteria:

1. Grade point average: undergraduate or cumulative GPA of 3.00 or higher (based on a 4.00 point scale where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants who do not meet these admissions standards, but who have an undergraduate or cumulative GPA between 2.70 and 2.99, may be considered for conditional admission.
2. Two letters of recommendation sent directly to the Department: one academic reference and one reference from a professional able to attest to the student's professional skills.

3. Essay (two-three pages, computer printed, double spaced), sent directly to the Department focusing on personal and professional experiences that influenced reasons for pursuing graduate studies and future professional goals.

**4. Date new policy will go into effect**

Fall 2012.

**5. Effects on programs and faculty load**

None.

**Approved Changes to the Admissions Process for the MS in Geography Program,**

**Geography, M.S.**

Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have an undergraduate GPA of 3.00 on a 4.00 point scale (where A is 4.00) or its equivalent, with the understanding that a student may be considered for Conditional Admission with an undergraduate GPA of 2.40 to 2.99. Applicants must also be in good standing (3.00 GPA) in all post-baccalaureate course work.

**Additional Material:**

Applicants must also submit an Academic Autobiography/Statement of Purpose, of approximately 500 words, describing the student's interest in graduate study of geography at CCSU, and the role the degree will play in his/her current and future career. The writing is expected to demonstrate skills adequate for coursework at the graduate level. This essay must be submitted directly to the Geography Department Graduate Advisor.

The M.S. degree programs are available to all individuals who meet the admissions requirements. The Graduate Record Examination is not an admission requirement. An undergraduate major or minor in geography is desirable but not required of applicants. However, those with deficient academic preparation may be asked to complete up to three courses of remedial work at the undergraduate level. Details are available from the Department of Geography.

**Department of Modern Languages**

- A. Name of Request: Change of catalog description of Graduate Certification in French, German, Italian, and Spanish
- B. Date of Department Approval: Feb. 1, 2012
- C. Rationale: The proposed revision will allow students with sufficient proficiency in the language to fulfill requirements in a timely fashion. This revision is based on the Connecticut State Department of Education regulations and is subject to change without notice if the regulations change.

**D. CURRENT DESCRIPTION**

**Certification in French, German, Italian, and Spanish**

Students seeking certification to teach a foreign language must:

- apply to the Graduate Admission Office as a non-degree graduate student seeking certification. Once accepted to the School of Graduate Studies, determination is made for a plan of study;
- have an interview with the departmental committee to assess oral competency and gain acceptance into Professional Program; recommendations are made by committee to the School of Education and Professional Studies;
- complete the equivalent of an undergraduate major (36 credits), professional core requirements and student teaching block. Students with insufficient undergraduate preparation must make up deficiencies by taking at least two courses at the graduate level. These courses do not count toward a graduate degree.

## DESCRIPTION

### Post-baccalaureate Teacher Certification in French, German, Italian, and Spanish

Students seeking certification to teach a foreign language must:

- apply to the Graduate Admission Office as a non-degree graduate student seeking certification. Once accepted to the School of Graduate Studies, determination is made for a plan of study;
- have an interview with the departmental committee to assess oral competency and gain acceptance into Professional Program; recommendations are made by committee to the School of Education and Professional Studies;
- complete the equivalent of an undergraduate major (36 credits), professional core requirements and student teaching block. Students with insufficient undergraduate preparation must make up deficiencies by taking additional courses as required by the Department. To fulfill the language requirements, students may take the ACTFL OPI and WPT tests to receive 24 credits in the target language provided they score Advanced Mid or higher in each of these tests. These 24 credits correspond to ML 111, 112, 125, 126, 225, 226, 335, and 336. Students will complete the remaining 12 credits by taking literature and culture courses as stated in the program requirements.

## GSC CURRICULUM BUSINESS SUMMARY

A. The committee **postposed** the following course addition from the **Counseling and Family Therapy Department** because a representative was not in attendance.

-Graduate Course Addition: CNSI 505 cross-listed with MFT 505 Course Addition]Create cross-listed courses as follows:

CNSL 505 Counseling and Human Development Across the Lifespan 3. The nature and needs of persons at all developmental levels with a focus on the physical, cognitive, emotional, and social aspects of growth. Psychosocial theories of development and counseling models will be addressed as they apply to the stages of the lifespan. Cross-listed with MFT 505. No credit given to students with credit for MFT 505.

B. The committee **postponed** the following course addition from **Geography Department** because a representative was not in attendance.

Graduate Course Revision: GEOG 518 (revise description only)

[GS]Sentence in description to be revised: "This is a link course with GEOG 441, GEOG 445, GEOG 466, GEOG 476, GEOG 478, and GEOG 479."

Revised version: "This is a link course with GEOG 441, GEOG 445, GEOG 466, GEOG 476, GEOG 478, GEOG 479, and GEOG 480." [GR]

C. The committee **approved as amended** the following course revisions and program revisions from the **Special Education Department**:

The committee approved the program title changes as follows:

1. Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement
2. Master of Science in Special Education: Specialization for Teachers Not Seeking Cross Endorsement
3. Master of Science in Special Education: Specialization for Special Education Teachers Seeking Cross Endorsement

**The following changes were approved:**

Graduate Course Revision: SPED 516 (prerequisite change only) Revise course as follows: add "SPED 502 or equivalent," before "511, 512, 513." In the prerequisite line.

4. Graduate Course Revision: SPED 517 (prerequisite change only)

Revise course as follows: add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

5. Graduate Course Revision: SPED 518 (prerequisite change only)

Revise course as follows: add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

6. Graduate Course Revision: SPED 521 Revise course as follows:

Current course: SPED 521 Student Teaching in Special Education -Elementary 3 TO 6

Prereq.: SPED 517 or 518, and permission of the Director of Field Experiences.

Supervised teaching in elementary special education classrooms, agencies, or institutions. Attendance at on-campus seminars is required. The post-baccalaureate certification program has been revised to include two student teaching experiences within the same semester instead of the currently offered one student teaching (6 credits) for each of two semesters. The eight weeks (3 credits for SPED 521) and eight weeks (3 credits for SPED 522) allow for students to complete student teaching in just one semester.

Revised course: SPED 521 Student Teaching in Special Education - Elementary 3

Prereq.: SPED 517 and permission of the Director of Field Experiences. Eight week supervised student teaching in elementary special education classrooms, agencies, or institutions. Attendance at on-campus seminars is required.

7. Graduate Course Revision: SPED 522 Approved

Revise course as follows:

Current course: SPED 522 Student Teaching in Special Education - Secondary 3 to 6

Prereq.: SPED 517 or 518, and permission of the Director of Field Experiences.

Supervised teaching in secondary special education classrooms, agencies, or institutions. Attendance at on-campus seminars is required. The post-baccalaureate certification program has been revised to include two student teaching experiences within the same semester instead of the currently offered one student teaching (6 credits) for each of two semesters. The eight weeks (3 credits for SPED 521) and eight weeks (3 credits for SPED 522) allow for students to complete student teaching in just one semester.



Revised course: SPED 522 Student Teaching in Special Education - Secondary 3

Prereq.: SPED 518 and permission of the Director of Field Experiences. Eight week Supervised student teaching in secondary special education

8. Graduate Course Revision: SPED 523 (change prerequisite and description)

Revise course as follows:

Current course: SPED 523 Practicum in Special Education - Elementary 3

Prereq.: SPED 517 or SPED 518, SPED 520, and permission of chair. Supervised practicum in elementary special education classrooms. Summer.

Revised course: SPED 523 Practicum in Special Education - Elementary 3

Prereq.: SPED 517. Supervised practicum in elementary special education classrooms, agencies, or institutions. Summer.

Graduate Course Revision: SPED 523 (change prerequisite and description)

Revise course as follows:

Current course: SPED 523 Practicum in Special Education - Elementary 3

Prereq.: SPED 517 or SPED 518, SPED 520. Supervised practicum in elementary special education classrooms. Summer.

Revised course: SPED 523 Practicum in Special Education - Elementary 3

Prereq.: SPED 517. Supervised practicum in elementary special education classrooms, agencies, or institutions. Summer.

10. Graduate Course Revision: SPED 524 (change prerequisite and description)

Revise course as follows:

Current course: SPED 524 Practicum in Special Education - Secondary 3

Prereq.: SPED 517 or SPED 518, SPED 520. Supervised practicum in elementary secondary special education classrooms. Summer.

Revised course: SPED 524 Practicum in Special Education - Secondary 3

Prereq.: SPED 518 and permission of department chair. Supervised practicum in secondary special education classrooms, agencies, or institutions.

Summer.

11. Graduate Course Revision: SPED 541 Approved as Amended

Revise course as follows:

Current course: SPED 541 Issues & Strategies in the Transition Process 3

Prereq.: Admitted to Master's Degree Program in Special Education. Emphasized the planning process for making a smooth transition from school to post school options for students with disabilities. Promotes the use and values of compatibility analyses, self-determination and natural supports. Irregular.

Revised course: SPED 541 Person-Centered Planning 3

Prereq.: Admission to Master's Degree Program. Emphasizes the person-centered planning process from a school to post-school options for students with disabilities. Promotes the use and values of compatibility analyses, self determination, and natural supports. Irregular.

## 12. Graduate Program Revisions Approved as Amended

Revise program as follows:

Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement (42-43 credits)

Program Rationale:

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 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.

Program Learning Outcomes:

Students in this program will be expected to:

- \* 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.

Core (33-34 credits):

SPED 532 Contemporary Issues in Special Education 3

SPED 511 Behavioral/Emotional Disorders 3

SPED 512 Learning Disabilities 3

SPED 513 Developmental Disabilities 3

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  
 SPED 517 Instructional Methods for Students with Special Needs–Elementary 3  
 and  
 SPED 518 Instructional Methods for Students with Special Needs–Secondary 3  
 SPED 521 Student Teaching in Special Education–Elementary 3 concurrently with  
 SPED 522 Student Teaching in Special Education-Secondary 3  
 and  
 SPED 520 Seminar for Student Teachers 1 (must be taken concurrently with student  
 teaching)  
 or  
 SPED 523 Practicum in Special Education–Elementary 3 and  
 SPED 524 Practicum in Special Education–Secondary 3  
 Research and Capstone Requirement (9 credits):  
 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  
 =====alternate way to display program requirements=====  
 Core (21 credits):  
 SPED 532 Contemporary Issues in Special Education 3  
 SPED 511 Behavioral/Emotional Disorders 3  
 SPED 512 Learning Disabilities 3  
 SPED 513 Developmental Disabilities 3  
 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  
 Methods (6 credits):  
 SPED 517 Instructional Methods for Students with Special Needs–Elementary 3  
 SPED 518 Instructional Methods for Students with Special Needs–Secondary 3  
 Student Teaching or Practicum (6-7 credits):  
 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)  
 or  
 SPED 523 Practicum in Special Education–Elementary 3  
 SPED 524 Practicum in Special Education–Secondary 3  
 Research and Capstone Requirement (9 credits):  
 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

**D. The committee approved the following program revision from the English Department**  
 The revisions are described below.

English

13. Graduate Program Revision: Master of Science in Teaching English to Speakers of Other Languages (TESOL)

Revise program as follows:

- The program's newly adopted Learning Outcomes have been added.
- A new topics course (LING 530) is listed as a program elective.
- Changes in the program's admissions policy and procedure. The minimum GPA for automatic admission is increase from 2.70 to 3.00, and an application letter and two references will be required.

E. The **committee approved the following course revisions from the Computer Electronics and Graphics Technology Department** The revisions are described below.

Computer Electronics and Graphics Technology

14. Undergraduate/Graduate Course Revision: GRT 442

Revise course as follows: change cycling from "Fall" to "Spring"

15. Undergraduate/Graduate Course Revision: GRT 462

F. The committee **postponed** the following course addition from the **Manufacturing and Construction Management Department** because a representative was not in attendance. Revise course as follows: add cycling "Fall" F

### 16. **Manufacturing and Construction Management**

Graduate Program Revision: Master of Science in Technology Management

Revise program as follows:

- Three changes in the core curriculum. A) TIM 500 Product Life Cycle Management to replace IT 500: Industrial Application of Computers, b) TIM 572: Innovative Leadership to replace IT 502: Human Relations & Behavior in Complex Organizations, and c) TM 561 has been moved from electives to the core.
- In the strands, Computer Networking has been added as an option.
- AC 521 has been moved from the core to electives.
- All of the other changes are changes in the course designators from IT to TM.

G. The committee made the following **recommendation to the Ad Hoc Committee for General Education.**

400 level courses in General Education should not be given graduate credit, and courses receiving graduate credit should not be given credit for general education requirements.

Courses in general education have different goals and purposes. Therefore, it is not appropriate for them to receive graduate credit.

