Graduate Studies Meeting MINUTES Oct. 24, 2013
3:00-4:30 in Sprague Carlton Room Student Center


Called to meeting:  3:04pm

From Susan Seider-Chair:
1) Welcome to all
2) Minutes from Sept. 26, 2013; Motion to accept as amended. Motion seconded and passed.
3) Senate issues (Mike Davis asked to represent GSC on Academic Affairs subcommittee for PALs): Mike Davis will be back next semester as Policy Committee chair. More later.

Remainder of 2013-2014 GSC AND SUBCOMMITTEE MEETING SCHEDULE

<table>
<thead>
<tr>
<th>CURRICULUM Subcommittee 3:00-4:30</th>
<th>Full GSC MEETING 3:00-4:30</th>
<th>POLICY Subcommittee</th>
</tr>
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<tr>
<td>10/17/13 Philbrook St. Ctr.</td>
<td>10/24/13 Sprague-Carlton</td>
<td>10/31/13 HB 222</td>
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<tr>
<td>11/14/13 Clocktower St. Ctr.</td>
<td>11/21/13 Sprague-Carlton</td>
<td>12/5/13 HB 222</td>
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<td>02/20/14 VANCE 106</td>
<td>02/27/14 Sprague-Carlton</td>
<td>03/06/14 HB 222</td>
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<td>03/13/14 VANCE 106</td>
<td>03/27/14 Sprague-Carlton</td>
<td>04/03/14 HB 222</td>
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<tr>
<td>04/17/14 Clocktower St. Ctr.</td>
<td>04/24/14 Sprague-Carlton</td>
<td>05/01/14 HB 222 (if needed)</td>
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From Dean Glynis Fitzgerald:
1) The Graduate Forum will be held on Tuesday, October 29, 12:30 in the Constitution Room, We will be working on the SWOT analysis for graduate school. Please invite others in your departments who might be interested.

2) Open House: Attendance at the Graduate Open House was down a bit from last year. with 125 prospective students attending this fall’s open house, compared to 141 prospective students who attended last fall’s open house

3) Joan Calvert, David Sianez and Dean Fitzgerald will be meeting to work with Quality Matters to which we are now subscribing to as a resource. This will help departments develop quality online courses. We have the opportunity to expand our online courses in departments where applicable. Anyone else interested in learning more about it should contact the Dean.

4) Dean Fitzgerald discussed target audiences and marketing ideas. She mentioned that a subcommittee had a productive discussion on who our competitors are and what we can do to compete. There is a need to change website as well as find barriers that might hamper recruitment, enrollment and successful graduations. This will be discussed at the Graduate Forum. Dean Fitzgerald needs stories and content for the website and the new newsletter about successes, publications, etc. She will be providing a template for promotional materials for each department, to make it easier to communicate. When the Graduate Office receives inquiries about a specific department, they will refer the prospective student to the Department.
5) Stories: The Dean is looking for any outcomes that your departments are proud of which she can share to highlight CCSU and your programs.

6) If any department has a course that has mass appeal across the curriculum with no prerequisites, let the Dean know so that she can highlight them.

7) Graduate Awards Receptions -
   a. Tuesday, February 11th 5:00 – 7:00 p.m. Constitution
   b. Tuesday, February 18th SNOW DATE 5:00 – 7:00 Constitution Memorial Hall

GSA: President Nathan Baird- update: At the GSA’s most recent meeting, they reviewed the budgets for societies. There were more applications than received money. Scholarship money has been allotted for the fall semester. Scholarships will reopen again in January and February 2014 for the spring semester. Nathan mentioned that societies can reapply for additional funds if necessary with appropriate rationales.

Graduate Admissions Director Pat Gardner
   • Graduate Recruitment and Admissions –Our application pool is up. If you have any applications, please send them back to Grad Admissions by November 1. The part time applications are completed. Non-matriculating students can only take 9 credits, encourage these students to formally apply.

   A question was raised about creating a policy for older graduates with lower cumulative averages. Possibly create a clean slate policy for students who graduated prior to 10 or more years ago. It could be done as a case by case basis, done by appeal. Susan Seider will bring it back to the Policy Committee for discussion.

   • Graduate Open House Report: see Dean Fitzgerald’s report

Committee Reports
SCHOLARSHIP: Dr. Bob Emiliani (Chair); Members: M. Voight, R. Kalder, D. Sianez, S. Seider (ex-officio).
   Dean’s office sent out a spreadsheet with students eligible for the Academic Awards. Nominations are due by November 1, 2013.

POLICY: Dr. Harold Vedeler (Chair); Members: V. Garcia, C. Watson, S. Kirstukas, S. Seider (ex-officio). Items for discussion:
   1) Discussed the Stem MS program for certified teachers catalog description. The Policy Committee looked at the Admission policy, made amendments and approved it. Further discussion? Cindy Pope questioned whether Geography could appear there, or could it be cross listed? Dean Fitzgerald suggested that she speak to Dr. Marsha Bednarski. Motion to approve, seconded. Approved. (The following is the Program description that was passed.)

Program
MASTERS OF SCIENCE IN STEM EDUCATION FOR CERTIFIED TEACHERS

Admission requirements:
The MS STEM Program is for K-12 certified teachers who hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 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. Teachers who do not teach one or more of the STEM disciplines (science, technology education, engineering education, or math) may be required to take additional content courses.

**Program Rationale:**
The MS in STEM Education for Certified Teachers will prepare certified K-12 teachers in the transdisciplinary areas of Science, Technology, Engineering and Mathematics (STEM). Courses are aligned with National and/or CT state content standards in each discipline: Science, Technology, Engineering, and Math, and the Common Core for Mathematics and Language Arts. Does not lead to CT state teacher certification or cross-endorsement.

In line with the STEM philosophy, courses will integrate the STEM disciplines and provide teachers with the skills necessary to move away from the traditional way of teaching discrete subjects towards a more comprehensive way of addressing the science, technology, engineering, and mathematics disciplines for use in the classroom to prepare students for 21st century college skills and career readiness.

**Program Learning Outcomes:**
Graduate students are expected to demonstrate:
- Integrating and applying the practices of scientists and engineers into curriculum, instruction, and assessment for use in the classroom
- Understanding of the role of inquiry in curriculum, instruction, and assessment
- Integrating the crosscutting concepts of STEM into curriculum, instruction, and assessment
- Applying disciplinary core ideas of STEM into curriculum, instruction, and assessment for use in the classroom
- Constructing a research plan and carry out independent research on a STEM topic

**Course and Capstone Requirements**
(33 credits):

**CORE COURSES (24 credits)**
- STEM 501: Applying Mathematical Concepts 3 credits
- STEM 506: Problem-Based Learning in STEM 3 credits
- STEM 517: Robotics Applications in STEM Education 3 credits
- STEM 520: STEM Practices in the Physical Sciences 3 credits
- STEM 521: Engineering Design in STEM Education 3 credits
- STEM 530: STEM Practices in the Earth/Space Sciences 3 credits
- STEM 540: STEM Practices in the Life Sciences 3 credits
- STEM 598: Research in STEM Education 3 credits

**OTHER RELATED/REQUIREMENTS (3 CREDITS)**
MATH: any 500 level content course with permission of advisor 3 credits

**ELECTIVES (3 credits)**
Any 500 level Science, Technology Education, Engineering Education or Math course with permission of advisor OR SCI 580: Special Topics 3 credits
CAPSTONE (3 credits)
STEM 595: Action Research in STEM Education 3 credits

Total Program Credits: 33 credits

Plan C: 33 credits

2) **Proposal for Global Scholar:** Clarified language for completion requirements. Dr. Gustavo Mejia attended the meeting to take questions. International Studies department raised concerns about the Global Scholar in terms of how it can be verified; and how labor intensive it would be for faculty.

Susan Seider mentioned that the Academic Standards committee had already approved the initiative and that the work on this had been vetted over several years and had successfully been endorsed by several committees. The GSC is the last committee to vote. Gustavo Mejia stressed that the ILAB committee has the support of CIE. ILAB is not an academic or senate committee, but is an appointed committee of CCSU faculty. The reason for the award is to improve the marketability of our students and enhance CCSU.

It was emphasized that the GSC today were voting on the proposal of the language alterations that were voted on by the Policy committee. The policy problems mentioned by visitors in attendance cannot be addressed here.

E. Lee made a motion to request ILAB to make revisions to the proposal. Seconded. Motion did not pass.
Motion to approve policy as amended, 15 approved. 3 opposed. One abstention. Proposal language is as follows:

**PROPOSAL -- GLOBAL SCHOLAR OF CCSU**

**Proposal Summary**
To promote global awareness and further the University’s distinctive international education mission – we propose the non-credit distinction of Global Scholar for CCSU students. The designation will recognize students who have successfully completed a specific set of international experiences. All matriculated CCSU students (graduate, undergraduate, full- or part-time) who are in good standing are eligible to apply at any point in their academic career, as long as they are enrolled when the requirements are completed. The criteria for the distinction include: attending an info session, engaging in verifiable activities arrayed across four categories (an international experience is required), and submitting an essay that analyzes those activities in the context of global competencies -- activities that have deepened knowledge, challenged attitudes, and sharpened skills. The Global Scholar initiative will be overseen by a subcommittee of the Internationalization Laboratory and administered through the CIE. Upon completion, the Global Scholar achievement will be noted on the student’s CCSU transcript.

**Background**

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>September 2011</td>
<td>The faculty of the Internationalization Lab (Appendix A) establish a sub-committee (Professors Resetarits, El-Eid, Lisi, and Uribe [chair]) to study the concept of an International Certificate for CCSU students.</td>
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<tr>
<td>March 2012</td>
<td>Subcommittee submits detailed outline of a non-credit Certificate to Lab.</td>
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</table>
September 2012  Dean Lemma invited to Lab to discuss Certificate feasibility. Outcome: non-credit certificate is not possible; advised to re-name, keep requirements informal.

Oct. 2012/ Feb. 2013  Co-chairs meet with Provost and Registrar respectively regarding the renamed initiative, “Global Scholar”

March 2013  Global Scholar opportunity is announced to student body

April-May 2013  Global Scholar guidelines, application, flyer (Appendices B, C, D), and website completed; seniors invited to apply. Incoming applications reviewed.

June 2013  First Global Scholars are approved; transcript notation applied (Appendix E).

Effective Date
Retroactive approval for spring 2013 is sought. That effective date will allow CCSU to honor the applications of students who learned of the initiative in spring 2013, as well as those students who were already approved by the faculty of the Internationalization Lab and the Center for International Education for the Global Scholar designation.

Catalog Description
The text below will be placed after XXX and before XXX in the CCSU catalog:

GLOBAL SCHOLAR OF CCSU

To recognize students who have successfully completed a variety of international experiences, CCSU offers the distinction of Global Scholar. All matriculated CCSU students (graduate, undergraduate, full- or part-time) who are in good standing are eligible to apply at any point in their academic career, as long as they are enrolled at CCSU when the requirements are completed. Upon completion, the Global Scholar achievement will be noted on the student’s CCSU transcript. A complete description of the requirements and the Global Scholar Application form are available online at XXX. A summary of the requirements follows:

I. Attend an Information Session, which is offered at the beginning of the fall and spring semesters

II. Complete points – Students must earn a minimum of 12 points. Points from category A are required. The remaining points must be earned from at least two of the three remaining categories (B, C, or D) in order to qualify for program completion; at least six (6) of those 12 points must be earned while studying at CCSU. Each experience/activity can only be used for points in one (1) Category.
   Category A: International Experience – a component from this category is required
   Category B: Language Proficiency
   Category C: Experience at CCSU with an international focus
   Category D: Experience external to CCSU with an international focus

III. In a folder or binder, submit a portfolio containing: 1) the application form; 2) an essay that summarizes learning activities and international competencies (1,000 min. - 2,000 max. words); 3) documentation that verifies completion of, or participation in, the required experiences and activities below, and 4) a résumé that references international education experiences.

Submitted by the Internationalization Laboratory faculty and the Center for International Education

GLOBAL SCHOLAR OF CCSU

Program Description

To recognize students who have successfully completed a variety of international experiences – activities that deepen learning, challenge attitudes, and sharpen skills – Central Connecticut State University offers the distinction of Global Scholar. All matriculated CCSU students who are in good standing are invited to apply. The criteria include:
attending an info session, engaging in activities arrayed across four categories (an international experience is required), and submitting the requisite verification. Upon completion, the Global Scholar achievement will be documented on the student’s permanent CCSU record.

**Completion Requirements**

I. Attend an Information Session, which is offered at the beginning of the fall and spring semesters

II. Earn and complete points (12 points)

   Students must earn a minimum of 12 points. Points from category A are required. The remaining points must be earned from at least two of the three remaining categories (B, C, or D) in order to qualify for program completion. At least SIX (6) of those 12 points must be earned while studying at CCSU. EACH experience/activity can only be used for points in ONE Category.

   - Category A: International Experience – a component from this category is required
   - Category B: Language Proficiency
   - Category C: Experience at CCSU with an international focus
   - Category D: Experience external to CCSU with an international focus

III. In a folder or binder submit a portfolio containing: 1) the application form; 2) an essay that summarizes learning activities and international competencies (1,000 min. - 2,000 max. words); 3) documentation that verifies completion of/ participation in the required experiences and activities below, and 4) a résumé that references international education experiences. Students must be enrolled at CCSU at the time of program completion. Successful fulfillment of the Global Scholar requirements will be noted on the student’s official CCSU transcript.

**Summary of Program Requirements**

<table>
<thead>
<tr>
<th>Description</th>
<th>Explanation/Example(s)</th>
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<tbody>
<tr>
<td>Admission</td>
<td>Students must be matriculated in a CCSU undergraduate, graduate, or official certificate program and be in good academic standing. Students can apply for, and be awarded, this credential at any time during their CCSU career, as long as they are enrolled at the University.</td>
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<tr>
<td>Completion</td>
<td>Personal Achievement of International Competence by the Student (see appended listing of the International Competencies for CCSU Students) The essay will be a self-assessment of the student’s achievement of international competence in Knowledge, Skills, and Attitudes – and how those accomplishments enhance understanding, deepen overall education, and promote career goals</td>
</tr>
<tr>
<td>Completion Requirements</td>
<td>Students must earn a minimum of 12 points. Points from category A are required. The remaining points must be earned from at least two of the three remaining categories (B, C, or D) in order to qualify for program completion. EACH experience/activity can only be used for points in ONE Category. A minimum of SIX points must be CCSU experiences. For credit-bearing courses, no points will be awarded for grades below C (2.0).</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Students will document International Competency activities in a portfolio that will be used to verify the completion of program requirements (e. g. academic transcript recording long-/short-term study international; transcript of foreign language courses; dates and summaries of international experiences at CCSU or outside CCSU; military service record; record of volunteer work; etc.</td>
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<thead>
<tr>
<th>Category A</th>
<th>Points</th>
<th>International Experience International</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Explanation/Examples Students will earn point values for their</td>
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<tr>
<td>Points from this Category are required</td>
<td>international experiences, as specified in the examples below.</td>
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<tr>
<td><strong>6, 9</strong> Study International -- Full-time semester (6 points) or year-long (9 points) international study offered by CCSU or another provider (for credit)</td>
<td>Refer to the following website for examples of CCSU Study International opportunities: <a href="http://www.ccsu.edu/studyabroad">www.ccsu.edu/studyabroad</a></td>
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<tr>
<td><strong>4</strong> Course International – Short-term international program offered by CCSU or another provider (for credit)</td>
<td>Refer to the following website for examples of CCSU Courses International opportunities: <a href="http://www.ccsu.edu/coursesabroad">www.ccsu.edu/coursesabroad</a></td>
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<tr>
<td><strong>4</strong> Internship or Practicum International (for credit)</td>
<td>International work/research experience – MORE than two months.</td>
<td></td>
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<tr>
<td><strong>3</strong> Military service international deployment (not for credit)</td>
<td>Examples: Cross Cultural Solutions, International Service Learning, Ecoteer, Global Vision International, Habitat for Humanity, Engineers Without Borders, etc.</td>
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<tr>
<td><strong>3</strong> International Volunteer Experience or International Employment – MORE than one month duration (not for credit)</td>
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<td></td>
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<tr>
<td><strong>2</strong> Internship or Practicum International (not for credit)</td>
<td>International work/research experience – FEWER than two months.</td>
<td></td>
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<tr>
<td><strong>2</strong> International Volunteer Experience or International Employment – LESS than one month duration (not for credit)</td>
<td>Examples: Cross Cultural Solutions, International Service Learning, Ecoteer, Global Vision International, Habitat for Humanity, Engineers Without Borders, etc.</td>
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<tr>
<td><strong>2</strong> Passport to Global Citizenship Program – Short-term international program offered by CCSU (not for credit)</td>
<td>Refer to the following website for examples of CCSU Passport Program opportunities: <a href="http://www.ccsu.edu/passport">www.ccsu.edu/passport</a></td>
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<tr>
<td><strong>2</strong> CCSU International Field Experience (not for credit)</td>
<td>International field trips that may or may not be associated with a particular class. For example: attending an international conference related to a program of study, participating in an international competition, or conducting field research for a special project.</td>
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**Category B**

<table>
<thead>
<tr>
<th>Language Proficiency</th>
<th>Explanation/Examples</th>
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<tbody>
<tr>
<td><strong>6</strong> Completion of 6 credits in ONE language beyond CCSU language requirement (for credit)</td>
<td>Two CCSU language courses offered by the Modern Languages Department, beyond courses in the SAME language that were used to fulfill the CCSU language requirement (the current CCSU catalog has the course listing)</td>
</tr>
<tr>
<td><strong>3</strong> Additional points for completion of course(s) in SAME language beyond CCSU language requirement (for credit)</td>
<td>CCSU language course(s) offered by the Modern Languages Department, beyond courses in the SAME language that were used to fulfill the CCSU language requirement (the current CCSU catalog has the course listing)</td>
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<tr>
<td><strong>3</strong> Students will earn 3 extra points for each CCSU language course in ANOTHER (different) language (for credit)</td>
<td>ANY foreign language Points are offered for a language course(s) that is different from and in addition to the courses required to fulfill the CCSU language requirement.</td>
</tr>
<tr>
<td><strong>3</strong> Proficiency at Intermediate Level – via proficiency test,</td>
<td>ANY foreign language</td>
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</table>
| Category C | Experience at CCSU with an International Focus | Explanation/Examples
Students will earn point values as specified below for courses, volunteer service, or employment experiences that have an international focus and are offered by CCSU in the U.S. For credit-bearing courses in this Category, no points will be awarded for grades below C (2.0).

| 3 | Presentation, poster session, publication, or other significant activity at CCSU, as appropriate. | Presentation at an orientation session, workshop, conference, or other event, e.g. the CCSU International Festival; the Undergraduate Research and Creative Achievement Day (URCAD); CCSU’s Celebration of Foreign Languages; the Unpacking Your Study International (reentry) Workshop; the Graduate Research and Creative Presentation Event; publication of an article about an International experience; etc. |

| 3 | A 3-credit CCSU course that has an international focus, and is in addition to the courses that fulfill the International General Education requirement (for credit) | Course offered by CCSU that has an international focus and has been designated “International”. Points are awarded for an International course beyond the 6-credit General Education requirement. |

| 3 | Students will earn 3 extra points for each additional CCSU course that has an international focus, and is in addition to the courses that fulfill the International General Education requirement (for credit) | Points for each additional course offered by CCSU that has an international focus and has been designated “International”. Points are awarded for an International course beyond the 6-credit General Education requirement. |

| 3 | Internationally-focused Volunteer Service or Employment at CCSU – MORE than one month duration (not for credit) | For example: volunteer or work experience with the CIE, Africana/Latino/East Asia Centers, China Center, Confucius Institute, IELP, International Festival, MOSAIC, Study International Fair, a special research project, language tutoring, etc. |

| 3 | Students will earn 3 extra points for each additional Internationally-focused Volunteer Service or Employment at CCSU – MORE than one month duration (not for credit) | For example: volunteer or work experience with the CIE, Africana/Latino/East Asia Centers, China Center, Confucius Institute, IELP, MOSAIC, International Festival, Study International Fair, a special research project, language tutoring, etc. Semester- or year-long residence with an international roommate in a CCSU residence hall. |

**Category D**

| Experience external to CCSU with an international focus | Explanation/Examples
Students will earn the full point value for the FIRST course or the FIRST volunteer or employment experience with an international focus that is offered external to CCSU and in the U.S. One (1) point will be awarded for each additional course or experience. For credit-bearing courses in this Category, no points will be awarded for grades below C (2.0).

| 2 | Internationally-focused Course completed at another post-secondary institution in the United States (for credit) | A credit course offered by another U.S. post-secondary institution (eligible for transfer credit at CCSU) that has an international focus. |

| 1 | Students will earn 1 (one) point for each additional Internationally-focused Course completed at another post-secondary institution in the United States (for credit) | A credit course offered by another U.S. post-secondary institution (eligible for transfer credit at CCSU) that has an international focus. |
Internationally-focused Volunteer Service or Employment in the United States -- MORE than one month duration (not for credit)

For example: volunteer or work experience with a transnational organization, local civic/cultural organization, or multinational corporation (e.g. Spanish-Speaking Center of New Britain, Hadassah of CT, Caribbean Women’s Network, World Affairs Council, etc.).

Students will earn 1 (one) point for each additional Internationally-focused Volunteer Service or Employment in the United States -- MORE than one month duration (not for credit)

For example: volunteer or work experience with a transnational organization, local civic/cultural organization, or multinational corporation (e.g. Spanish-Speaking Center of New Britain, Hadassah of CT, Caribbean Women’s Network, World Affairs Council, etc.).

Note: Students who believe that they have a valid comparable international experience not listed here may petition for eligibility by providing external validation.

APPEALS: Dr. Ralph Cohen (Chair); Members: J. Thomas, S. Seider (ex-officio). None

CURRICULUM: Dr. Carlotta Parr (Chair); Members: E. Thornton; E. Leonidas, Shuju Wu, J. Calvert, M. Voight, L. Jacobson, S. Seider (ex-officio)

CORRECTIONS
- Consent Agenda: see curriculum minutes for 10/17/13

READING AND LANGUAGE ARTS

1.1 Course Addition RDG 508 Reading Instruction K-12 (SEPS) (GS)

Proposed Prereq.: Admission to a graduate program in the Dept. of Special Education, or Reading and Language Arts department chair approval.

The course addresses reading instruction in K-12. Special emphasis will be placed on emergent literacy, phonemic awareness, sight word knowledge, context knowledge, fluency, vocabulary, and comprehension.

SPECIAL EDUCATION

2.1 Course Addition SPED 582 Supervision of Special Education Teaching (SEPS) (GS)

Proposed Prereq.: Permission of Special Education Department Chair and Assistant Dean of Education and Professional Studies.

Proposed Description: Supervised teaching experience for post
baccalaureate and graduate students who possess a Durational Shortage Area Permit (DSAP) from the State of Connecticut signed by the SEPS Assistant Dean. To meet teacher certification program requirements, student must enroll in two sequential semesters and earn at least a C in each semester.

- RDG 508 amended to reflect Reading and Language Arts department. Motion to approve both, seconded. Approved.

New Business
1. Discussion related to growing graduate programs.
   What do graduate faculty need to learn to make online environments effective and productive? David Oyanadel from IDIRC discussed how his department can help us.

   David discussed what the IDIRC could for the faculty. Highlights include the following:
   Data tells us that graduate students seek out online or hybrid programs. We need to know more about training. A handout explaining resources and services of the IDTRC was passed out.

   Online is great, but it needs to be done strategically. The IDTRC is here to support the faculty with the design of these classes. IDTRC will help you decide what design elements may be needed.

   Dave Sianez asked if there is a class template. At this time, there is not an across the campus template for classes. Some classes might be hybrid, some classes might have tests on ground, but the rest online. Decisions would need to be made individually by the department. The IDTRC can do video and as of now departments do not have to yet pay for the video services. The cap for graduate online courses has been removed. The cap for undergraduate online courses is 20 across the University. The Dean is not pushing online, but offering it as a tool for each department.

   The ITDRC can offer training to help faculty become more comfortable with the different technologies.

   At some point in the future, the IDTRC will be offering some generic training. But when developing a specific course, generalized training does not work, since the needs will be different for every class. David encouraged faculty to contact him: Oyanadeld@ccsu.edu

   If we are moving to significant online courses, and if students are taking multiple courses online, templates might be helpful. The Dean, David Sianez, and Joan Calvert are starting a group to explore. Anyone else interested in working on it, please let the Dean know.

   The template could be: Where to go for help, how to navigate, what will you see in the course. Then the faculty member can manipulate the content. Susan Seider mentioned that there are many technologies that are new and exciting. Jeff Thomas from Meteorology has been using Camtasia and can capture videos. He embedded them in his power point presentations. Currently he is exploring not using LEARN and thinking about a hybrid course for his action research course.

   Shamir Ratamsi found that to address the impersonal part of the online, that webinars work, and a guest speaker was also included and the students could all see each other along with the faculty and guest speaker.

2. Suggestions from the membership
Please send Susan Seider new ideas for discussion.

Mark Jackson from Biology requested a policy change for part time students and thesis requirements. They are working full time and also working through the program. But before starting the thesis they must complete 18 credits before starting the work on thesis proposal. The timeline for full time students is much shorter. For part time students, it could be two years before even starting the thesis proposal. Mark says in Biology it could take up to three years just to do the thesis work. It's the nature of the work in Biology. He's not sure where the history of the 18 credits came from.

Biology would like to propose changing the verbiage and making it one semester instead of driven by credits. The student would register and then after the first semester it is controlled incompletes.

Carlotta Parr felt that this might not work for all departments. Other programs are at the opposite end of the spectrum, for example English doesn't want them starting the proposal until later on in their coursework.

Susan Seider asked the Policy committee to discuss this issue for and asked members to discuss this with departments to see what their individual issues might be.

Meeting adjourned: 4:08pm