

Central Connecticut State University (CCSU) &gt; November

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**Consent Agenda (and rough draft of Senate Report)  
for November 3 meeting of the Curriculum Committee  
(at 3:15pm in RVAC 105)**

## I. Announcements

- A. CBA 17.4, "Retrenchment," p.115
- B. Deadline for Next Undergraduate Catalog
  - 1. March 3rd meeting of full committee
  - 2. February 4th, noon Friday, submission deadline
  - 3. January 28th, Friday, approximate submission deadline for Dean's signatures

## II. Approve minutes of previous meeting

## III. Consent Agenda

## OLD BUSINESS

Construction Management	
1	Graduate Course Addition <b>CM 615: tabled for lack of representative</b>

## NEW BUSINESS

Construction Management	
2	Graduate Course Revision: <b>CM 455: tabled for lack of representative</b>
3	Undergraduate Program Revision: <b>Major in Construction Management BS: tabled for lack of representative</b>
4	Undergraduate Course Revision: <b>CM 465: approved without controversy (add prerequisite)</b>
	Prereq.: Junior Standing
5	Undergraduate Course Revision: <b>CM 255: tabled for lack of representative</b>
Economics	
6	Undergraduate Program Revision: <b>Major in Economics, B.A., with Specialization in Operations Research: approved without controversy (delete specialization only)</b>
	Delete Major in Economics with Specialization in Operations Research, BA (57 credits) [Special Note: Do not delete Major in Economics, BA (30 credits), and do not delete Minor in Economics (18 credits); delete only the Specialization in Operations Research]
Engineering	
7	Undergraduate Course Addition: <b>ENGR 291: approved without controversy</b>
	ENGR 291 Engineering Diversity 3 Prereq.: ENGR 150 or permission of instructor. Analysis of engineering diversity including legal, ethical, and equity consequences in engineering as influenced by the expansion of the global economy. Cultural, racial, and gender issues are emphasized, as well as regional differences. Fall, Summer. Study Area III [D]
International Studies	
8	Graduate Course Addition: <b>IS 420: tabled by Graduate Studies for lack of representative, approved without controversy by AS and GE</b>

	<p><i>Add to both Undergraduate and Graduate Catalogs:</i></p> <p>IS 420 Government and Politics of Latin America 3</p> <p>Historical, social, economic and ideological factors impacting contemporary government and politics in Latin America. Cross listed with PS 420. No credit given to students with credit for PS 420. Summer [I] [GR]</p> <p><i>Add to both Undergraduate and Graduate Catalog descriptions for PS 420, after description and before cycling:</i></p> <p>Cross listed with IS 420. No credit given to students with credit for IS 420.</p>
9	<p>Graduate Course Addition: <b>IS 421: tabled by Graduate Studies for lack of representative, approved without controversy by AS and GE</b></p>
	<p><i>Add to both Undergraduate and Graduate Catalogs:</i></p> <p>IS 421 Government and Politics of Africa 3</p> <p>Historical, social, economic and ideological factors impacting contemporary government and politics in Africa. Cross listed with PS 421. No credit given to students with credit for PS 421. Summer [I] [GR]</p> <p><i>Add to both Undergraduate and Graduate Catalog descriptions for PS 421, after description and before cycling:</i></p> <p>Cross listed with IS 421. No credit given to students with credit for IS 421.</p>
<b>Mathematics</b>	
10	<p>Undergraduate Program Revision: <b>Major in Mathematics with Specialization in Actuarial Science, B.A.: approved without controversy, remove restrictions on directed electives; add MATH 355, 366, 377; add FIN 301, 310; delete FIN 410, 420</b></p>
	<p><i>List of "Directed Electives" should read as follows:</i></p> <p>ACTL 480 Topics in Actuarial Science 1-3  ACTL 481 Review-SOA/CAS Course I 3  ACTL 482 Review-SOA/CAS Course II 3  MATH 300 Mathematics Internship 3  MATH 355 Introduction to Differential Equations with Applications 4  MATH 366 Introduction to Abstract Algebra 4  MATH 377 Introduction to Real Analysis 4  AC 211 Financial Accounting 3  AC 212 Managerial Accounting 3  CS 151 Computer Science I 3  CS 152 Computer Science II 3  CS 213 Applications of Computing I 3  CS 473 Simulation Techniques 3  ECON 460 Economic Forecasting 3  FIN 295 Managerial Finance 3  FIN 301 Intermediate Managerial Finance 3  FIN 310 Principles of Investments 3  FIN 320 Financial Markets and Institutions 3  FIN 321 Insurance 3  LAW 250 Legal Environment of Business 3  MGT 295 Fundamentals of Management and Organizational Behavior 3</p>
<b>Music</b>	
11	<p>Undergraduate Course Revision: <b>MUS 311: approved without controversy, change prerequisites only</b></p>
	<p>Prereq.: MUS 101 (with a grade of C- or higher), MUS 310 (with a grade of C or higher), and admission to the Professional Program in Music Education. Must be taken concurrently with EDSC 425, SPED 315, MUS 315, and MUS 316.</p>
12	<p>Undergraduate Course Revision: <b>MUS 315 : approved without controversy, change prerequisites only</b></p>

	Prereq.: MUS 101 (with a grade of C- or higher), MUS 310 and MUS 311 (both with grades of C or higher), and admission to the Professional Program in Music Education. Must be taken concurrently with EDSC 425, SPED 315, MUS 311, and MUS 316.
13	Undergraduate Course Revision: <b>MUS 316: approved without controversy, change prerequisites only</b>
	Prereq.: MUS 101 (with a grade of C- or higher), MUS 310 and MUS 311 (both with grades of C or higher), and admission to the Professional Program in Music Education. Must be taken concurrently with EDSC 425, SPED 315, MUS 311, and MUS 315.
<b>Physics &amp; Earth Sciences</b>	
14	Undergraduate Course Deletion: <b>PHYS 339: approved without controversy</b>
15	Undergraduate Course Deletion: <b>PHYS 340: approved without controversy</b>
16	Undergraduate Course Revision: <b>ESCI 460: approved without controversy (change title and cycling)</b>
	Change Title To: Senior Project Change Cycling To: Fall, Spring
<b>Special Education</b>	
17	Graduate Program Revision: <b><u>MASTER OF SCIENCE IN SPECIAL EDUCATION FOR STUDENTS ALREADY CERTIFIED IN SPECIAL EDUCATION (STRAND C): approved without controversy (see Appendix I for revised program)</u></b>

## IV. Regular Agenda

- A. Old Business:
- B. New Business:

<b>Criminology and Criminal Justice</b>	
18	Undergraduate Course Addition: <b>CRM 404: passed with request to edit description</b>
	CRM 404 Investigative Interviewing 3  Prereq.: CRM 322 (with grade of C- or higher). Principles, procedures, and research regarding crime-related investigative interviewing. Recommended as opposed to detrimental interviewing techniques for adult and child witnesses/victims of crimes. Irregular.
<b>Marriage and Family Therapy</b>	
19	Graduate Course Addition: <b>MFT 592: passed with request to edit description</b>
	MFT 592 School-Based Family Counseling 3  Prereq.: CNSL 500, CNSL 501, PSY 512 and MFT 541 or permission of instructor. MFT practice and intervention in public schools, school-based systems theory, learning theory, state and federal education laws pertaining to the health and education of children, and statutory requirements for mandated reporting, suspensions/expulsions, and school/district accountability; strategies for communicating and collaborating with families about students' progress; school-based ethics, and policies and procedures governing special and general ed. services for collaboration, referral, and placement. Spring, Summer
20	Undergraduate Program Revision: <b><u>Minor in Astronomy: approved without controversy (change program description)</u></b>
	Change Program Description To:

**Minor in Astronomy (18 Credits)**

18 credits in Astronomy and related fields, including:

ESCI 178 Planetary Astronomy 4

ESCI 179 Stellar Astronomy 4

The remaining courses will be selected from ESCI 278, 330, 378, 478, or other electives after consultation with an earth sciences department advisor.

In addition, students must take:

MATH 152 Calculus I 4

MATH 221 Calculus II 4

PHYS 125 University Physics I 4

PHYS 126 University Physics II 4

## Appendix I: Revised Program Description for Special Education

### Special Education

#### Faculty

Mitchell Beck (Chair, Barnard 22001), John Foshay, William Nelson, Joan Nicoll-Senft, Ernest Pancsofar (Dept. phone: 860-832-2400)

#### Department Overview

The quality of educational services for children and youth with exceptionalities resides in the abilities, qualifications, and competences of the personnel who provide the services (CEC, 1988). Consistent with the mission of the School of Education and Professional Studies (SEPS) of preparing leaders for service in our communities, it is the mission of the Department of Special Education to:

- prepare current and future educators to effectively meet the academic and social needs of individuals with disabilities;
- promote effective and equitable access to the general education curriculum for individuals with disabilities; and
- empower teachers to be leaders in their schools by developing, implementing, and evaluating research-based practices for ongoing school improvement.

#### Programs

### Master of Science in Special Education

#### Strand A: For Students Not Seeking Cross Endorsement in Special Education With Certification in Other Areas of Education (30 Credits)

##### Program Rationale:

The Master of Science in Special Education 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. This program track is designed for students who already hold teaching credentials in Connecticut. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. Completion of this program does not lead to a cross endorsement in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

##### Program Learning Outcomes:

Students in this program will be expected to:

- demonstrate knowledge of historical foundations, classic studies, major contributors, and current issues related to special education;
- demonstrate knowledge of laws and policies that affect individuals with disabilities, their families, and their educational programming;
- promote practices that reduce the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities;
- broaden and/or deepen their knowledge of individual learning differences, instructional strategies, and collaboration in

- special education;
- 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.

Professional Education (6 credits):

SPED 532 Contemporary Issues in Special Education 3

SPED 566 Legal and Administrative Issues in Special Education 3

Choose 6 credits from:

SPED 511 Behavioral/Emotional Disorders 3

SPED 512 Learning Disabilities 3

SPED 513 Developmental Disabilities 3

Electives (9 credits):

SPED 506 Foundations of Language for the Exceptional Child 3

SPED 510 Inclusive Education 3

SPED 536 Autism Spectrum Disorder 3

SPED 560 Positive Classroom Management for Students Receiving Special Education Services 3

SPED 578 The Juvenile Offender with Special Education Needs 3

SPED 580 Collaborative Process in Special Education 3

SPED 581 Assistive Technology in Special Education 3

SPED 595 Topics in Special Education 1-3

Note: Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics.

Research (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

### **Master of Science in Special Education (36-37 credits)**

#### **Strand B: For Students Seeking Cross Endorsement in Special Education**

##### **Program Rationale:**

The Master of Science in Special Education 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. This program track is 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. Strand B leads to a master's degree and provides coursework that leads to a cross endorsement for either elementary or secondary (including middle school) education. Students in Strand B 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.

Professional Education (3 credits):

SPED 532 Contemporary Issues in Special Education 3

Core (24- 25 credits):

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

or

SPED 518 Instructional Methods for Students with Special Needs--Secondary 3

and one of the following:

SPED 521 Student Teaching in Special Education--Elementary 3 and

SPED 520 Seminar for Student Teachers 1 (must be taken concurrently with student teaching)

or

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

or

SPED 524 Practicum in Special Education--Secondary 3

Research (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

## **Master of Science in Special Education**

### **Strand C: For Students Already Certified in Special Education (30 Credits)**

#### **Program Rationale:**

This program is designed for students who already hold a certification in special education. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

#### **Program Learning Outcomes:**

- Students will demonstrate knowledge of historical foundations, classic studies, major contributors, and current issues related to special education.

- Students will demonstrate knowledge of laws and policies that affect individuals with disabilities, their families and their educational programming.
- Students will promote practices that reduce the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.
- Students will broaden and/or deepen their knowledge of individual learning differences, instructional strategies and collaboration in special education.
- Students will implement action research processes to contribute to improved special education services to individuals with disabilities.
- Students will promote professional and ethical practices in the field of special education.

#### Professional Education (6 credits):

SPED 532 Contemporary Issues in Special Education 3

SPED 566 Legal and Administrative Issues in Special Education 3

#### Electives (15 credits)

Students take 15 credits of advanced-level course work in special education. Up to 6 credits of related course work from other departments may be included at the advisor's discretion.

#### Research (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

### Post-Baccalaureate Certification in Special Education

#### Program Rationale:

This non-degree program is designed for students who, after receiving an undergraduate degree that did not lead to teacher certification (i.e., psychology, sociology, general sciences, human services, mathematics, business, liberal arts, etc.), want to pursue coursework leading to teacher certification in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC) and the certification requirements of the Connecticut State Department of Education.

#### Program Learning Outcomes:

Students in the program are 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;
- demonstrate knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with disabilities; and
- promote professional and ethical practices in the field of special education.

#### Course and Requirements:

30 hours of verified field experience with regular education students; 10 hours of verified field experience with exceptional learners.

Prior to acceptance into the Professional Program in Teacher Education (21 credits)

SPED 501 Education of the Exceptional Learner 3

SPED 502 Principles of Learning 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

RDG 503 Developmental Reading in PK-12 3

After acceptance into the Professional Program in Teacher Education (19 credits)

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

SPED 518 Instructional Methods for Students with Special Needs- Secondary 3

SPED 520 Student Teaching Seminar 1

SPED 521 Student Teaching in Special Education-Elementary (eight weeks) 3

SPED 522 Student Teaching in Special Education-Secondary (eight weeks) 3

Note: It is the student's responsibility to consult with their advisor on a regular basis since program policies and procedures are subject to change.

Students must be sure to consider prerequisite requirements before registering for courses. Numerical listing does not necessarily indicate correct sequence.

In addition to maintaining a 3.00 overall average, students must maintain a B- (2.70) average in special education courses to be recommended for certification.

The School of Education and Professional Studies requires students to complete a departmental performance assessment in order to qualify for student teaching and to complete the Professional Program. In addition, students are expected to abide by the standards outlined in the current *Undergraduate Catalog* for maintaining good standing in the Professional Program.

SPED 516, 517, and 518 may be counted toward a master's degree in special education.