

## Consent Agenda (and rough draft of Senate Report) for the April 4 meeting of the Curriculum Committee (at 3:15pm in RVAC 105)

### Approve Minutes of Previous Meeting

#### Minor Changes:

- Add "Fall" cycling to GRT 212

#### New Business:

#### A. Consent Agenda:

##### 1. Computer Electronics and Graphics Technology

###### 1.1. Undergraduate Course Revision: [CET 243 \(change title, prerequisites, description and cycling\)](#)

###### **Current Course:** CET 243 Electronic Devices 3

Prereq.: TC 223, MATH 115 or placement exam, PHYS 111. Introduction to basic semiconductor theory including p-n junction, structure, parameters and performance characteristics of diodes, bipolar transistors, JFETs, thyristors, and optoelectronic devices. Laboratory experiments involve building circuits, using instruments to measure quantities, and observing phenomena. Three hours lecture and two hours laboratory, course meets five hours per week. Spring.

###### **Revised Course:** CET 243 Analog Electronics I 3

Prereq.: CET 233 or CET 236. Semiconductor and the p-n junction theory. Structure, parameters, performance characteristics, of diodes, bipolar and field effect transistors, operational amplifiers and special semiconductor devices. Basic circuit analysis, synthesis, and laboratory experiments; emphasize building circuits, troubleshooting, and using instruments to measure quantities, and observe phenomena. 3 hr Lecture/2 hr Laboratory per week. Fall.

###### 1.2. Undergraduate Course Revision: [CET 323 \(change title, prerequisites, description and cycling\)](#)

###### **Current Course:** CET 323 Electronic Circuits 3

Prereq.: CET 233 or CET 236. Basic structure and characteristics of diodes and transistors. Covers linear integrated circuits and applications including operational amplifiers, oscillators, rectifiers, power amplifiers and voltage regulators. Laboratory experiments stress circuit building, troubleshooting, theoretical and instrumental concepts. Three hours lecture and two hours laboratory, course meets five hours per week. Irregular.

###### **Revised:** CET 323 Analog Electronics II 3

Prereq.: CET 243. Discrete and linear integrated circuits and their applications. Topics include multistage and power amplifiers, operational amplifiers, oscillators, voltage and current regulators, passive and active filters. Analysis, synthesis, and laboratory experiments emphasize building circuits, simulation, troubleshooting, and using instruments to measure quantities and observe phenomena. 3 hr Lecture/2 hr Laboratory per week. Spring.

###### 1.3. Undergraduate Course Revision: [GRT 112](#): change description from "Three hours lecture" to "Two hours lecture"

###### 1.4. Undergraduate Course Revision: [GRT 222](#): change description from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

###### 1.5. Undergraduate Course Revision: [GRT 232](#): change description from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

###### 1.6. Undergraduate Course Revision: [GRT 242](#): change description from "Three hours lecture" to "Two hours lecture"

###### 1.7. Undergraduate Course Revision: [GRT 332](#): change description from "Three hours lecture" to "Two hours lecture" and change "Spring" cycling to "Irregular"

###### 1.8. Undergraduate Course Revision: [GRT 362](#): change description from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling to "Spring"

###### 1.9. Undergraduate Course Revision: [GRT 432](#): change description from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling to "Spring"

###### 1.10. Undergraduate/Graduate Course Revision: [GRT 442](#): change cycling from "Fall" to "Spring"

###### 1.11. Undergraduate/Graduate Course Revision: [GRT 462](#): add cycling "Fall"

## 2. Counseling and Family Therapy

### 2.1. Graduate Course Addition: CNSL 505 cross-listed with MFT 505

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 give to students with credit for MFT 505.

MFT 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 CNSL 505. No credit give to students with credit for CNSL 505.

## 3. English

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

#### Master of Science in Teaching English to Speakers of Other Languages (TESOL)

Program Rationale:

The Master of Science degree in Teaching English to Speakers of Other Languages (TESOL) is a plan of study especially designed for those students with an interest in language and linguistics who wish to work with non-English speaking students here or abroad.

The TESOL program prepares teachers to use modern methods to meet the varying instructional needs of students of English as a second language or foreign language while encouraging such students to maintain their native languages and cultural competencies. Students receive a thorough grounding in practical skills and methods of language teaching to develop communicative competence and appropriate academic skills in English and to become professionally competent on issues involving the nature of language and language acquisition and the role of language in society.

Program Learning Outcomes:

Graduates of the program will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
  - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
  - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
  - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
  - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
  - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
  - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals
3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
  - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning
  - b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
  - c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment

d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons

e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners

f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

Admission:

To qualify for the Master of Science degree program in TESOL, an applicant must have completed three credits of study in a second language (non-native speakers of English may use English to satisfy this requirement). An applicant must have a GPA of 3.00 on a four-point scale both in overall undergraduate and (if applicable) graduate course work. An applicant who does not meet all of the requirements satisfactorily may be admitted conditionally at the discretion of the department, with a cumulative GPA between 2.40 and 2.99.

Applicants must submit the following to the Graduate Admissions Office:

- Graduate Application Form;
- Official undergraduate and (if applicable) graduate transcripts from every institution attended except CCSU; and
- Application fee.

To the English Department (Attn. TESOL Coordinator), at the same time that application materials are submitted to the Graduate Recruitment and Admissions Office:

- Letter of application detailing reasons for wishing to pursue graduate study in TESOL and career plans and goals in TESOL
- Two letters of recommendation from individuals familiar with the applicant's academic or professional work

No applications will be considered until all materials have been received. Applications will be evaluated by the department on an ongoing basis.

Before degree candidates register for course work they should read the program brochure and consult with their assigned advisors at the start of their programs. Additional information may be obtained from the advisor and in this catalog under General Information.

Course and Capstone Requirements:

This program offers Plan A (33 credits plus a thesis) and Plan B (36 credits and a comprehensive examination).

TESOL Specialization (21 credits):

LING 400 Linguistic Analysis 3

LING 496 TESOL Methods 3

LING 497 Second Language Acquisition 3

LING 512 Modern Syntax 3

LING 513 Modern Phonology 3

LING 515 An Introduction to Sociolinguistics 3

One course from:

LING 530 Topics in Theoretical and Applied Linguistics 3

LING 533 Second Language Composition 3

LING 535 Second Language Testing 3

LING 596 TESOL Practicum 3

Research (3 credits):

LING 598 Research in TESOL and

Applied Linguistics

Professional Education (6 credits):

At least one of the following courses and an additional course in the same area:

EDF 500 Contemporary Educational Issues 3

EDF 516 School and Society 3

EDF 524 Foundations of Contemporary Theories of Curriculum 3

EDF 525 History of American Education 3

EDF 538 The Politics of Education 3

EDF 583 Sociological Foundations of Education 3

and an additional course (3 credits) at the 500 level as approved by advisor

All planned programs and course sequences must be approved by a TESOL advisor prior to registration. Degree candidates must file a planned program before completing 16 credits of graduate course work.

Students may elect Plan A only with the approval of an advisor in the program. Plan A students take LING 599 Thesis while writing the thesis.

Plan B students take one more general elective course. General electives are graduate course offerings as approved by the student's advisor, courses drawn from the departments of anthropology, English, modern languages, geography, history, political science, or other relevant fields.

It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty will recommend various remedies for any candidate whose control of English is deemed deficient.

#### 4. Management and Informations Systems

##### 4.1. Undergraduate Course Addition: MIS 300:

MIS 300 Project Management for Business 3

Prereq.: MIS 201 (C- or higher) or permission of department chair, and admission to the upper division of the Business School. Effective practices for management of business projects. Topics include definition and organization of projects; techniques for optimizing time, resources and cost; use of Information Technology tools for project management support.

##### 4.2. Undergraduate Course Revision: MIS 400:

**Current Course:** MIS 400 Business Decision Analysis Using Knowledge Bases 3

Prereq.: MIS 315 (C- or higher) or permission of department chair. Investigation of management information systems for knowledge-based work with emphasis on decision-making using a variety of knowledge management and decision support systems and techniques.

**Revised Course:** MIS 400 Business Analytics and Decision Support 3

Prereq.: MIS 315 (C- or higher) or permission of department chair, and admission to the upper division of the Business School. Investigation of methodologies, tools, and processes that support business decisions. Topics include decision making processes, data warehousing, data mining, text and web mining, and business performance management. Fall.

##### 4.3. Undergraduate Course Revision: MIS 410:

**Current title:** Business-Driven Network Design

**Revised title:** Business-Driven Infrastructure Design

**Description/cycling revision:** change the sentence "Design and price a large enterprise network." to "Design and price a portion of a large enterprise network." Add "Spring" cycling at the end of the description.

##### 4.4. Undergraduate Course Revision: MIS 462:

**Current title:** Systems Implementation & Project Management

**Revised title:** IT Project Management and System Implementation

**Current description/cycling:** Factors necessary for successful project management and system implementation. Group project related to implementation of a full-fledged information system through experience of best management

practices.

**Revised description/cycling:** IT best project management practices. Topics include IT project organization, management, and implementation; vendor-client relationships; communication with stakeholders; and working with local and virtual teams. Group project related to implementation of an Information System. Spring

#### 4.5. Undergraduate Program Revision: [Major in Management Information Systems B.S.](#)

Students must complete the 27-credit common business core requirements plus the following 30 credits:

Management Information Systems Core (27 credits)

MIS 220 Contemporary Business Applications Development I 3  
MIS 300 Project Management for Business 3  
MIS 305 E-Business 3  
MIS 315 Database Management Systems 3  
MIS 361 Systems Analysis and Design for Business 3  
MIS 400 Business Analytics and Decision Support 3  
MIS 410 Business-Driven Infrastructure Design 3  
MIS 450 Enterprise Strategies and Transformations 3  
MIS 462 IT Project Management and System Implementation 3

Directed Management Information Systems Electives (3 credits)

MIS 210 Application Program Development I 3  
MIS 312 Contemporary Business Applications Development II 3  
MIS 460 Emerging Technologies for Business 3  
MIS 494 Independent Study in MIS 3  
MIS 496 Practicum in Management Information Systems 3  
MIS 498 Information and Decision Sciences Seminar 3

Consultation with an advisor is recommended if the student wishes to pursue a specific specialization and career goal.

No minor is required for this major.

### 5. Mathematics

#### 5.1. Undergraduate/Graduate Course Revision: [MATH 250](#)

**Current Course:** MATH 250 Symbolic Computation 4

Prereq.: MATH 221 and either MATH 228 or MATH 226 (C- or higher). Introduction to symbolic computation packages, including Mathematica. Emphasis on applications and independent research. Fall. (E)

**New Course:** MATH 400 Introduction to Mathematica 4

Preq.: MATH 221, and either MATH 228 or MATH 226 (C- or higher). Introduction to the symbolic computation package Mathematica. Emphasis on applications and independent research. Fall.

#### 5.2. Undergraduate Course Revision: [STAT 201](#): add "Skill Area II"

### 6. Physical Education and Human Development

#### 6.1. Undergraduate Course Addition: [DAN 234](#):

DAN 234 Ballroom Dance 1

International and American styles of ballroom dance including Latin rhythm and smooth standard dances. Partnering, lifts, and pre-competition preparation are included. Irregular. Study Area I [I]

### 7. Special Education

#### 7.1. Graduate Course Revision: [SPED 516](#) : add "SPED 502 or equivalent," before "511, 512, 513." in the prerequisite line

#### 7.2. Graduate Course Revision: [SPED 517](#): add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

#### 7.3. Graduate Course Revision: [SPED 518](#): add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

#### 7.4. Graduate Course Revision: [SPED 521](#):

**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.

#### 7.5. Graduate Course Revision: [SPED 522](#):

**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 classrooms, agencies, or institutions. Attendance at on-campus seminars is required.

#### 7.6. Graduate Course Revision: [SPED 523](#):

**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.

#### 7.7. Graduate Course Revision: [SPED 524](#):

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

Prereq.: SPED 517 or SPED 518, SPED 520. Supervised practicum in 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.

#### 7.8. Graduate Course Revision: [SPED 541](#):

**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.

### 8. Assign Study Area III GenEd credit to the following course:

#### **FYS 103 Introduction to Teaching ([Course Syllabus](#))**

Exploration of issues related to teaching, schools, learning, and cultural and academic diversity in education. This inquiry-based course includes observation, case analysis, examination of students' own beliefs, and research on learning and teaching. This course will be offered to students interested in possible careers in teaching or related fields.

#### **Essential Questions:**

1. What are the common characteristics of exceptional teachers? How do these characteristics help students learn?
2. What are the challenges that teachers face in schools today?
3. What can we learn from education theory that may challenge dominant views of education in the U.S.?
4. What role can social justice and culturally-responsive teaching play in the classroom?

5. How is student life at a university different than student life in high school?

## **B. Regular Agenda:**

### **1. English**

#### **1.1. Undergraduate Course Revision: [ENG 110 \(change title and description\)](#)**

**Current Course:** ENG 110 Freshman Composition 3

Introductory course in expository writing designed to develop the student's ability to write clearly, logically and effectively. Emphasis on the composing process, organization, coherence, sentence and paragraph structure, and usage. An acceptable Central Connecticut equivalent is required for ENG 110. See skills testing and remediation policy in the general catalog. Students who have not completed their ENG 110 requirement prior to achieving 61 credits are required to take both ENG 110 and 202. Skill Area I

**Revised Course:** ENG 110 Introduction to College Writing 3

Introductory course in college-level academic writing focusing on reading complex sources and writing about them. Emphasis on critical thinking and inquiry; writing as a reflective, social act; locating, evaluating, and using evidence; and applying conventions of the academic community. Substantial guided practice with and discussion of writing as a process. ENG 110 or an acceptable equivalent is required of all students at CCSU. Skill Area I

Enrollment Policies: A score of 450 on the writing or critical reading portion of the SAT (or 21 on the ACT) is needed to enroll in ENG 110; otherwise, the student will be required to complete ENG 099 (Remedial English) prior to taking ENG 110. Students whose first or native language is not English should see the English Department Chair about alternatives to ENG 099. Students who have not completed their ENG 110 requirement prior to earning 61 credits are required to take both ENG 110 and 202.

### **2. Physical Education and Human Development**

#### **2.1. Undergraduate Course Addition: [DAN 398](#)**

DAN 398 Contemporary Dance Technique 2

Contemporary dance as it applies to becoming a dance educator, performer or movement specialist. Training in Graham Technique and contemporary styles from various cultures. Study Area I [I]

### **3. Report of the CCSU Faculty Senate Ad Hoc Committee for General Education**

The Faculty Senate has asked us to review and comment on the design for a new General Education program developed by the [Ad Hoc Committee on General Education](#). Please be aware that we are not being asked to approve a new General Education program. We have an opportunity to advise the Senate on whether to continue to the next phase by creating an implementation committee that will draw up an actual proposal based on this design. If the Senate does approve the creation of an implementation committee, the committee will be free to make changes to the design, but only if it decides that those changes are truly necessary.

The Senate wants the curriculum committee's advice on whether to pursue this design further, and if so, whether the design should be modified before the implementation committee begins its work. Each subcommittee is free to proceed as it sees fit (e.g. it may recommend the design as-is, it may recommend the design with specific modifications, it may recommend that the Senate not pursue this design further, it may defer and offer no opinion). At the meeting of the full curriculum committee on Wednesday, April 4, I will ask whether there is a motion (and second) regarding the design. If so, I expect to hold the vote by a show of hands, and to convey the results to the Faculty Senate during my next regularly scheduled report. We should tell the Senate either that we (1) recommend the design as-is, or (2) do not recommend the design, or (3) recommend the design with specific modifications we'll list.

**Graduate Studies:** 400 level courses in General Education should not be given graduate credit, and course 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.

**SEPS:** SEPS Curriculum Committee supports the Ad Hoc Committee's design as presented. The SEPS committee encourages the Faculty Senate to move forward with this transparent student centered design and flexibility for Gen Ed, in light of the current and pending Teacher Ed certification.

**SET:** A survey of the members of the School of Engineering and Technology Subcommitee showed a unanimous decision to recommend that the Senate create an implementation committee to draw up a General Education proposal based upon the design in the Report of the CCSU Faculty Senate Ad Hoc Committee for General Education with specific modifications listed below.

1. The SET subcommittee suggests adding flexibility to the credits requirements for the Critical Inquiry Seminar. This would include adding a range of 3-4 credits and the possibility of creating a multi-semester approach to the seminar

(two courses, two credits each).

2. The SET committee objects to assessing Foreign Language proficiency for students with three sequential years of one foreign language as described in item C, 1a of the Report of the CCSU Faculty Senate Ad Hoc Committee for General Education.

**BUS:** Without a formal vote, the School Business Subcommittee supported the general education changes. In addition, Daniel Miller, Chair of the Business subcommittee, surveyed the school of business faculty (by e-mail) and requested that each faculty member review the proposed changes and indicate: (1) unqualified support, (2) general support, (3) qualified support of the changes with specific reservations, or (4) no support for these changes. All the faculty who responded indicated (2) general support of the proposed changes to general education.

**AS:** Accept recommendations as presented, 2; Accept with specific modifications (below), 9; reject outright, 1. Specific changes: Rename areas as defined in (4); Require at least one tagged course; emphasize importance of Fitness and Wellness.

**General Education:** (1) Change "Self, Community and Society" to "Social and Psychological Sciences" (failed by a vote of 2-5-1). (2) Change "Mathematical Reasoning" to "Quantitative Reasoning" (approved unanimously). (3) Recommend that the Faculty Senate should not create a Standing Committee for General Education Oversight (approved by a vote of 5-2-1). (4) The current process should go through the normal curriculum proposal procedures as a University-wide request with evidence of review by the Deans of every School and should be distributed to all Departments at least two months prior to the full committee meeting at which they are to be considered (approved by a vote of 4-1-1).

## **Postponed Items:**

### **1. Computer Electronics and Graphics Technology**

#### **1.1. Undergraduate Course Revision: [GRT 112](#)**

**1.1.1. Subcommittees:** SET, GE

**1.1.2. Revise course as follows:** remove "Skill Area IV" [?] and change from "Three hours lecture" to "Two hours lecture"

#### **1.2. Undergraduate Course Revision: [GRT 212](#)**

**1.2.1. Subcommittees:** SET, GE

**1.2.2. Revise course as follows:** remove "Skill Area IV" and add "Fall" cycling

### **2. Geography**

#### **2.1. Undergraduate Course Addition: [GEOG 480](#)**

**2.1.1. Subcommittees:** AS

**2.1.2. Create course as follows:**

GEOG 480 Topics in GIS 3

Prereq.: GEOG 378 or permission of instructor. Selective topics in Geographic Information Science. May be repeated with different topics for a maximum of 6 credits. Irregular.

#### **2.2. Graduate Course Revision: [GEOG 518 \(revise description only\) \[no electronic submission\]](#)**

**2.2.1. Subcommittees:** AS, GS

**2.2.2. Revise course as follows:**

**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."

#### **2.3. Undergraduate Program Revisions: [Minor in Geographic Information Sciences, Major in Geography with Specialization in Geographic Information Science, BA, Major in Geography with Specialization in Environmental Geography, BA](#)**

**2.3.1. Subcommittees:** AS

**2.3.2. Revise all three programs as follows:** add GEOG 480 to the list of electives, place it immediately after GEOG 479 in all three programs

**2.4. Undergraduate Program Revision: Major in Geography with Specialization in General/Regional Geography, BA**

**2.4.1. Subcommittees: AS**

**2.4.2. Revise program as follows:** add "GEOG 481 Topics in Regional Geography 3" to the list of electives, place it immediately after GEOG 459 at the bottom of the list of courses

**3. Management and Information Systems**

**4.1. Undergraduate Course Revision: MC 207:** change course title from "Managerial Communications" to "Managerial Communications I"

**4.2. Undergraduate Course Addition: MC 307:**

MC 307 Managerial Communications II 3

The study and development of advanced business writing and presentation skills such as writing analytical reports, adapting messages for multiple audiences, and using persuasive tactics in communications. Spring.

**4. Manufacturing and Construction Management**

**4.1. Graduate Program Revision: Master of Science in Technology Management**

**4.1. Subcommittees: SET, GS**

**5. Special Education**

**5.1. Graduate Program Revision: M.S. in Special Education for Students Already Certified (Strands A, B and C):**

divide the M.S. into three M.S. degree programs with specializations (as the Department of Counseling and Family Therapy has done with their M.S.)

**5.1.1. 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 (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 Requirements (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

#### **5.1.2. Master of Science in Special Education: Specialization for Teachers Not Seeking Cross Endorsement (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 and Capstone Requirements (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

### **5.1.3. Master of Science in Special Education: Specialization for Special Education Teachers (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 in the program are expected to:

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 and Capstone Requirements (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