

**Central Connecticut State University (CCSU) > Graduate Studies**[Send To Printer](#)

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TO: Members of the Graduate Studies Curriculum Subcommittee  
FROM: Carlotta Parr, Chair 832-3317; [parrc@ccsu.edu](mailto:parrc@ccsu.edu)  
SUBJ: Minutes of the Meeting held on March 15, 2012, Meeting at 2:30 in RVAC 466

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Members in Attendance: Carlotta Parr, Chair (Music); Oscar Perdomo (Math); Eric Leonidas (English); William R. Nelson (Special Education); Basile Panoutsopoulos (Computer Elect. & Graphics Tech.); Eleanor Thornton (Design); Robert Wolff (Guest representing Ad Hoc Committee for General Education; Don Adams (Chair, Curriculum Committee); Paulette Lemma, Dean of Graduate Studies; Susan Seider, Chair of Graduate Studies Committee

I. Minutes of February 16, 2012: Approved as Amended

II. NEW BUSINESS

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

Counseling and Family Therapy

1. Graduate Course Addition: CNSI 505 cross-listed with MFT 505 Course Addition [SEPS] [AS]  
[GS]

Create cross-listed courses as follows:

CNSL 505 Counseling and Human Development Across the Lifespan 3

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

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

Geography

2.

Graduate Course Revision: GEOG 518 (revise description only) [no electronic submission]  
[GS]

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

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

C. The committee approved as amended the following course revisions and program revisions from the Special Education Department (William Nelson, Representative). The revisions are described below. The committee approved the program title changes as follows:

1. Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement
2. Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement
3. Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement

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Special Education

3.

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

4.

Graduate Course Revision: SPED 517 (prerequisite change only) Approved [SEPS][GS]

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

5.

Graduate Course Revision: SPED 518 (prerequisite change only) Approved [SEPS][GS]

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

6.

Graduate Course Revision: SPED 521 Approved [SEPS][GS]

Revise course as follows:

Current course: SPED 521 Student Teaching in Special Education -

Elementary 3 TO 6

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

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

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

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

7.

Graduate Course Revision: SPED 522 Approved [SEPS] [GS]

Revise course as follows:

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

TO 6

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

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

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

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

8.

Graduate Course Revision: SPED 523 (change prerequisite and description) Approved [SEPS] [GS]

Revise course as follows:

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

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

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

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

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9.

Graduate Course Revision: SPED 523 (change prerequisite and description) Approved [SEPS] [GS]

Revise course as follows:

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

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

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

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

10.

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

[SEPS] [GS]

Revise course as follows:

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

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

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

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

Summer.

11.

Graduate Course Revision: SPED 541 Approved as

Amended

[SEPS] [GS]

Revise course as follows:

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

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

Revised course: SPED 541 Person-Centered Planning 3

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

12.

Graduate Program Revisions Approved as

Amended

[SEPS] [GS]

Revise program as follows:

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

Program Rationale:

The Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. Designed for students who have certification in elementary education or a 7-12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies,

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mathematics, or physics, this Specialization leads to a master's degree and provides coursework that leads to a cross endorsement in Special Education. Students in this Specialization must have a current Connecticut teaching certification. The curriculum for this program is aligned with standards of the Council for Exceptional Children (CEC) and meets certification requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in this program will be expected to:

\* demonstrate knowledge of foundational issues in special education and their impact on the field;

\* demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies;

- \* promote effective learning environments and social interactions for individuals with disabilities;
- \* demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication;
- \* further their knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with a wider variety of academic problems;
- \* implement action research processes to contribute to improved special education services to individuals with disabilities; and
- \* promote professional and ethical practices in the field of special education.

Core (33-34 credits):

SPED 532 Contemporary Issues in Special Education 3  
SPED 511 Behavioral/Emotional Disorders 3  
SPED 512 Learning Disabilities 3  
SPED 513 Developmental Disabilities 3  
SPED 514 Cognitive Behavior Management and Social Skills Strategies 3  
SPED 515 Assessment in Special Education 3  
SPED 516 Instructional Programming for Students with Exceptionalities 3  
SPED 517 Instructional Methods for Students with Special Needs–Elementary 3  
and  
SPED 518 Instructional Methods for Students with Special Needs–Secondary 3  
SPED 521 Student Teaching in Special Education–Elementary 3 concurrently with  
SPED 522 Student Teaching in Special Education–Secondary 3  
and  
SPED 520 Seminar for Student Teachers 1 (must be taken concurrently with student teaching)

or

SPED 523 Practicum in Special Education–Elementary 3 and  
SPED 524 Practicum in Special Education–Secondary 3

Research and Capstone Requirement (9 credits):

SPED 598 Research in Special Education 3  
SPED 596 Designing Action Research in Special Education (Plan E) 3  
SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

=====alternate way to display program requirements=====

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Core (21 credits):

SPED 532 Contemporary Issues in Special Education 3  
SPED 511 Behavioral/Emotional Disorders 3  
SPED 512 Learning Disabilities 3  
SPED 513 Developmental Disabilities 3  
SPED 514 Cognitive Behavior Management and Social Skills Strategies 3  
SPED 515 Assessment in Special Education 3  
SPED 516 Instructional Programming for Students with Exceptionalities 3  
Methods (6 credits):

SPED 517 Instructional Methods for Students with Special Needs–Elementary 3  
SPED 518 Instructional Methods for Students with Special Needs–Secondary 3

Student Teaching or Practicum (6-7 credits):

SPED 520 Seminar for Student Teachers 1  
SPED 521 Student Teaching in Special Education–Elementary 3  
SPED 522 Student Teaching in Special Education–Secondary 3  
(all three taken concurrently)

or

SPED 523 Practicum in Special Education–Elementary 3  
SPED 524 Practicum in Special Education–Secondary 3  
Research and Capstone Requirement (9 credits):  
SPED 598 Research in Special Education 3  
SPED 596 Designing Action Research in Special Education (Plan E) 3  
SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

D. The committee approved the following program revision from the English Department (Eric Leonidas, Representative). The revisions are described below.

English

13.

Graduate Program Revision: Master of Science in Teaching English to  
Speakers of Other Languages (TESOL) [electronic submission unavailable] [AS] [GS]

Revise program as follows:

- The program's newly adopted Learning Outcomes have been added.
- A new topics course (LING 530) is listed as a program elective.
- Changes in the program's admissions policy and procedure. The minimum GPA for automatic admission is increase from 2.7 to 3.0, and an application letter and two references will be required.

E. The committee approved the following course revisions from the Computer Electronics and Graphics Technology Department (Basile Panoutsopoulos, Representative). The revisions are described below.

Computer Electronics and Graphics Technology

14.

Undergraduate/Graduate Course Revision: GRT 442 [SET] [GS]

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

15.

Undergraduate/Graduate Course Revision: GRT 462 [SET] [GS]

Revise course as follows: add cycling "Fall"

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F. The committee postponed the following course addition from the Manufacturing and Construction Management Department because a representative was not in attendance.

Manufacturing and Construction Management

16. Graduate Program Revision: Master of Science in Technology Management [SET] [GS]

Revise program as follows:

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

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

400 level courses in General Education should not be given graduate credit, and 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.

17. Report of the CCSU Faculty Senate Ad Hoc Committee for General Education [AS] [BUS] [GE]

GS] [SEPS] [SET]

Explanation:

The Faculty Senate has asked us to review 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 create 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 approval or disapproval, it may recommend changes, 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 to approve the design. If it is moved and seconded, we will discuss the design and any modifications recommended by subcommittees. 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) approve of the design as-is, or (2) disapprove of the design, or (3) approve of the design with specific modifications we'll list.