

Central Connecticut State University (CCSU) > April Agenda

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TO: All Members, University Curriculum Committee; Department Chairs
FROM: Don Adams, Chair, University Curriculum Committee
832-2920; adamsde@ccsu.edu
SUBJ: Primary Agenda for Sixth Round of Curriculum Meetings
DATE: March 11, 2012

The sixth meeting of the University Curriculum Committee for the academic year 2011-2012 will be held on Wednesday, April 4, 2012 at 3:15 PM in Vance 105. Electronic submissions may be viewed by clicking on their hyperlinks underlined and in blue below. Keep in mind that the version of each proposal that appears below may reflect corrections to the electronic submissions. Representatives should make sure that the version of their proposals appearing below accurately represent what they propose.

Please attend all subcommittees to which you are assigned (check membership by clicking on "[Subcommittee Assignments](#).")
The full schedule of meetings can be found by clicking on "[Committee Calendar](#)."

Please note that due to Spring Break, subcommittee meetings begin right away:

SEPS Subcommittee: 3/13/12 (Tuesday), 12:30 PM in HB 222
Business Subcommittee: 3/14/12 (Wednesday), 1:15 PM in RVAC 466
A&S Subcommittee: 3/14/12 (Wednesday), 3:15 PM in RVAC 105
SET Subcommittee: 3/15/12 (Thursday), 12:30 PM in NC 20101
Grad Studies Curriculum: 3/15/12 (Thursday), 2:30 PM in RVAC 466
Gen Ed Subcommittee: 3/28/12 (Wednesday), 3:15 PM in Clocktower, Student Center
Curriculum Committee: 4/4/12 (Wednesday), 3:15 PM in RVAC 105

REMINDERS:

2013-15 "Shadow" Undergraduate Catalog: <http://www.ccsu.edu/page.cfm?p=10165>

2012-14 "Shadow" Graduate Catalog: <http://www.ccsu.edu/page.cfm?p=7481>

Check with Matthew Bielawa (bielawam@mail.ccsu.edu) for available course numbers

If an agenda item lacks a sponsor qualified to answer questions about the item, it will automatically be postponed to the next round of meetings in all subcommittees.

Special Announcement: I'm attaching the latest version of the [Proposed Transfer and Articulation Policy](#). The Board of Regents is scheduled to vote on it on March 15. Notice that it calls for a "common general education core," i.e. a gened core that is shared by all four CSU campuses and can be completed at any Connecticut Community College (CCC). Notice also that it calls for "common lower division pre-major pathways." Roughly, the idea is to allow students who graduate from a CCC to matriculate at a CSU as a junior, and complete their majors without having to take any more than 64 credits at the CSU. As shocking as this all sounds, it was much worse in its initial form - which we learned about only a couple of weeks ago. The Faculty Advisory Committee to the Board of Regents worked tirelessly this past couple of weeks and succeeded in getting almost a dozen significant changes made to it.

AGENDA FOR SIXTH ROUND OF CURRICULUM MEETINGS

A. Old Business: none

B. New Business:

1. Computer Electronics and Graphics Technology

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

1.1.1. Subcommittees: SET

1.1.2. Change course as follows:

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)

1.2.1. Subcommittees: SET

1.2.2. Change course as follows:

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 Addition: [GRT 112](#)

1.3.1. Subcommittees: SET, GE

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

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

1.4.1. Subcommittees: SET, GE

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

1.5. Undergraduate Course Revision: [GRT 222](#)

1.5.1. Subcommittees: SET

1.5.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

1.6. Undergraduate Course Revision: [GRT 232](#)

1.6.1. Subcommittees: SET

1.6.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

1.7. Undergraduate Course Revision: [GRT 242](#)

1.7.1. Subcommittees: SET

1.7.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture"

1.8. Undergraduate Course Revision: [GRT 332](#)

1.8.1. Subcommittees: SET

1.8.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture" and change "Spring" cycling to "Irregular"

1.9. Undergraduate Course Revision: [GRT 362](#)

1.9.1. Subcommittees: SET

1.9.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling

to "Spring"

1.10. Undergraduate Course Revision: [GRT 432](#)

1.10.1. Subcommittees: SET

1.10.2. Revise course as follows: change from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling to "Spring"

1.11. Undergraduate/Graduate Course Revision: [GRT 442](#)

1.11.1. Subcommittees: SET, GS

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

1.12. Undergraduate/Graduate Course Revision: [GRT 462](#)

1.12.1. Subcommittees: SET, GS

1.12.2. Revise course as follows: add cycling "Fall"

2. Counseling and Family Therapy

2.1. Graduate Course Addition: [CNSI 505 cross-listed with MFT 505](#)

2.1.1. Subcommittees: SEPS, GS, AS

2.1.2. 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 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

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

3.1.1. Subcommittees: AS, GE

3.1.2. Change course as follows:

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 Freshman Composition 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. 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. Skill Area I

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

3.2.1. Subcommittees: AS, GS

4. Geography

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

4.1.1. Subcommittees: AS

4.1.2. 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.

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

4.2.1. Subcommittees: AS, GS

4.2.2. 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."

4.3. 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](#)

4.3.1. Subcommittees: AS

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

4.4. Undergraduate Program Revision: [Major in Geography with Specialization in General/Regional Geography, BA](#)

4.4.1. Subcommittees: AS

4.4.2. 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

5. Management and Informations Systems

5.1. Undergraduate Course Revision: **MC 207 (revise title only) [no electronic submission]**

5.1.1. Subcommittees: BUS

5.1.2. Revise title as follows: change "Managerial Communications" to "Managerial Communications I"

5.2. Undergraduate Course Addition: [MC 307](#)

5.2.1. Subcommittees: BUS

5.2.2. Create course as follows:

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.

5.3. Undergraduate Course Addition: [MIS 300](#)

5.3.1. Subcommittees: BUS

5.3.2. Create course as follows:

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.

5.4. Undergraduate Course Addition: [MIS 400](#) (change title and description only)

5.4.1 Subcommittees: BUS

5.4.2. Revise course as follows:

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.

5.5. Undergraduate Course Revision: [MIS 410](#) (change title, description and cycling)**5.5.1. Subcommittees: BUS****5.5.2. Revise course as follows:**

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.

5.6. Undergraduate Course Revision: [MIS 462](#) (change title, description and cycling)**5.6.1. Subcommittees: BUS****5.6.2. Revise course as follows:**

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

5.7. Undergraduate Program Revision: [Major in Management Information Systems B.S.](#)**5.7.1. Subcommittees: BUS****5.7.2. Revise program as follows:**

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.

6. Manufacturing and Construction Management

6.1. Graduate Program Revision: [Master of Science in Technology Management](#)

6.1. Subcommittees: SET, GS

7. Mathematics

7.1. Undergraduate/Graduate Course Revision: MATH 250

7.1.1. Subcommittees: AS

7.1.2. Revise course as follows:

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

Prereq.: 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.

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

7.2.1. Subcommittee: AS, GE

7.2.2. Revise course as follows: add "Skill Area II" at the end of the course description

8. Physical Education and Human Development

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

8.1.1. Subcommittees: SEPS, GE

8.1.2. Create course as follows:

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]

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

8.2.1. Subcommittees: SEPS, GE

8.2.2. Create course as follows:

DAN 398 Contemporary Dance Technique 2

Prereq.: DAN 151 or DAN 377, or permission of Department Chair. Contemporary dance as it applies to becoming a dance educator, performer or movement specialist. Training in Graham Technique and other contemporary styles. Study Area I [I]

9. Special Education

9.1. Graduate Course Revision: [SPED 516](#) (prerequisite change only)

9.1.1. Subcommittees: SEPS, GS

9.1.2. Revise course as follows: add "SPED 502 or equivalent," before "511, 512, 513." in the prerequisite line

9.2. Graduate Course Revision: [SPED 517](#) (prerequisite change only)

9.2.1. Subcommittees: SEPS, GS

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

9.3. Graduate Course Revision: [SPED 518](#) (prerequisite change only)

9.3.1. Subcommittees: SEPS, GS

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

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

9.4.1. Subcommittees: SEPS, GS

9.4.2. 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.

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

9.5.1. Subcommittees: SEPS, GS

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

9.6. Graduate Course Revision: [SPED 523](#) (*change prerequisite and description*)

9.5.1. Subcommittees: SEPS, GS

9.5.2. 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.

9.7. Graduate Course Revision: [SPED 524](#) (*change prerequisite and description*)

9.5.1. Subcommittees: SEPS, GS

9.5.2. 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 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 special education classrooms, agencies, or institutions. Summer.

9.8. Graduate Course Revision: [SPED 541](#) [*electronic submission unavailable*]

9.8.1. Subcommittees: SEPS, GS

9.8.2. 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 school to post-school options for students with disabilities. Promotes the use and values of compatibility analyses, self-determination, and natural supports. Irregular.

9.9. Graduate Program Revision: [M.S. in Special Education for Students Already Certified \(Strands A, B and C\)](#)**9.9.1. Subcommittees: SEPS, GS****9.9.2. Revise program as follows: replace the one M.S. (in three "Strands") with three M.S. degree programs, each with a "Specialization" as follows****Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement (42-43 credits)**

Program Rationale:

The Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. Designed for students who have certification in elementary education or a 7-12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies, mathematics, or physics, this Specialization leads to a master's degree and provides coursework that leads to a cross endorsement in Special Education. Students in this Specialization must have a current Connecticut teaching certification. The curriculum for this program is aligned with standards of the Council for Exceptional Children (CEC) and meets certification requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in this program will be expected to:

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

Core (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 (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: 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 (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: 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 (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

10. FYS Seminar Topic**10.1. Subcommittees: SEPS, GE****10.2. Assign 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?

11. [Report of the CCSU Faculty Senate Ad Hoc Committee for General Education](#)**11.1. Subcommittees: AS, BUS, GE, GS, SEPS, SET****11.2. Explanation:**

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.