

## Graduate Studies Curriculum Committee

Thursday, April 16, RVAC 106, 3:00

Minutes approved as written

### I. Unfinished Business

Attendees: Lauren Reynolds (Music); Paul A. Karpuk (English); Rati Kuman (Communication); Chris Pudlinski (Communication); Gustavo MejXXX (Modern Language); Nghi Thai (psychological Science); Laura Jacobson (Special Education and Interventions); Linda Clark (Ed Lead.); Penelope Lisi (Ed. Lead)

### II. New Business

#### BMS

9	Course Revision	BMS	506	Biosynthesis, Bioenergetics and Metabolic Regulation	[SEST] [GS]	2015-04-06 10:44:54
<a href="http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/500/BMS-506">http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/500/BMS-506</a>						
Change title to: <b>Cellular Biochemistry-Cellular Metabolism and Energetics</b> Change to catalog description: TO: Study of the biochemical reactions that sustain life in connection to their role in biological system. (passed as amended)						

25	Course Revision	COMM	406	Case Studies in Public Relations	[CLASS] [GS]	2015-03-05 12:02
<a href="http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/400/COMM-40">http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/400/COMM-40</a>						
Delete from description: This is a link course with <b>COMM 506</b> .						
Change credits to: 4						
Change cycling to: Spring						
Amended: Delete from COMM 506 description: This is a link course with COMM 406. delete: no credit given for students who have taken 406						
<a href="http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/500/COMM-506">http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/500/COMM-506</a>						
Passed as amended.						

41	Comm Addition	COMM	539	Advanced Public Relations and Socail Media	[CLASS][GS] 2015	=03-06 16:34:08
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Edit description: Cut through case studies, research exercise, readings and class discussions, we will. Examines how brands utilize social media tools to effectively reach their audience. Surveys the latest research on social media usage, audiences and trends. Students produce a social media consultancy report for a non-profit.

Passed as amended.

Educational Leadership						
48	Course Addition	EDL	735	<a href="#">Special Topics in Leadership (no existing special topics course – provides flexibility)</a> <a href="#">Passed as written</a>	[SEPS] [GS]	2015-03-27 11:35:44
49	Program Revision	Doctor of Education in Educational Leadership <a href="#">(passed as amended)</a>			[SEPS] [GS]	2015-03-31

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Doctoral-Programs/Educational-Leadership-Ed-D>

Change description to:

### Educational Leadership Ed.D.

#### Program Rationale

The doctorate in educational leadership (Ed.D.) is designed for delivery to cohorts of full-time educational professionals on weekends, evenings, and during the summer. The Ed.D. is based on the premise that learning takes place through an integration of course work and experiences that stem from a clear conception of leadership, the knowledge base of the field, and a structure that allows doctoral students and faculty to collaborate on shared work improving education in the State of Connecticut.

The Ed.D. includes two distinct strands that support the learning needs of two different groups of educators. The PreK-12 strand has many innovative features and serves teachers and administrators in PreK-12 education who want to prepare for a variety of leadership positions: principals, lead teachers, department heads, curriculum and assessment specialists, assistant superintendents, and superintendents.

The higher education strand serves professionals employed in higher education institutions who aspire to a wide range of leadership positions in academic or student affairs at two- or four-year institutions.

#### Program Learning Outcomes

Prior to defending their dissertation proposals all doctoral students must document mastery of learning outcomes and show their ability to:

1. demonstrate an ethical and moral commitment to collaborative work that promotes positive learning for all members of the organization;

2. demonstrate the ability to foster best practices with the understanding that teaching and learning are at the heart of the organization's mission;
3. connect the immediate work of organizational improvement to the larger philosophical, political, and historical context, and to the organization's mission;
4. establish a commitment to social justice through their work and act in ways that promote social justice in their organizations;
5. utilize evolving technologies to improve organizations, enhance learning, and build institutional identity;
6. foster continuous organizational improvement grounded in the collection, analysis, interpretation, and application of data;
7. locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research;
8. document mastery of learning outcomes in an individually defined area of specialization (higher education strand only).

## **Admissions**

To be considered for admission to the Ed.D. in Educational Leadership, applicants must have earned a master's degree in an appropriate discipline or professional field and have professional goals that are consistent with the goals and beliefs of the program.

Admission to the PreK -12 strand of the program is available in alternate years for a cohort of 25 students. The deadline for submission of applications is December 1.

The following minimum criteria have been established for admission into the PreK-12 strand of the Ed.D. Program:

1. Master's degree from a regionally accredited institution of higher education in a discipline or professional field that is relevant to the Ed.D. Program
2. 3.00 GPA on all graduate coursework
3. Two positive letters of reference from leaders in education familiar with the applicant's work
4. Detailed resume that illustrates important work-related experiences
5. Acceptable scores on the Graduate Record Examination (within five years of admission and including a writing assessment)
6. An acceptable personal statement covering three important topics:
  - a. Career goals
  - b. Reasons for pursuing a doctorate
  - c. Ability and commitment to devote four weeks to summer study for the first two summers of the program and some additional on-campus summer study during the third or fourth summers
7. If selected as a finalist, a satisfactory interview with the admission committee.

Admission to the higher education strand of the program is available for a cohort of 25 students. The deadline for submission of applications is October 1.

The following minimum criteria have been established for admission into the higher education strand

of the Ed.D. Program:

1. Master's degree from a regionally accredited institution of higher education
2. 3.00 cumulative GPA on all graduate coursework
3. Two positive letters of reference from leaders in higher education familiar with the applicant's work
4. Detailed résumé that illustrates important work-related experiences
5. Acceptable scores on the General Test of the Graduate Record Exam (within five years of admission and including a writing assessment)
6. An acceptable personal statement covering four important topics:
  - a. Career goals
  - b. Reasons for pursuing a doctorate
  - c. Ability and commitment to study in the cohort schedule
  - d. Initial thoughts about potential areas of specialization that would support career goals
7. If selected as a finalist, a satisfactory interview with the admission committee.

### **Admission Process**

The application packet for each Ed.D. strand is available through the Ed.D. Program website. Admission decisions are made by a faculty admissions committee.

### **Program of Study**

The Ed.D. program includes four major components: (1) an **18-credit** required core in educational leadership; (2) a **15-credit** specialty area; (3) a **16-credit** series of inquiry-oriented seminars; and (4) the dissertation component (14 credits). These components and the credits required in each component are summarized below.

#### **Component I**

Core in Leadership (18 cr.)

#### **Component II**

Specialty **Area** (15 cr.)

#### **Component III**

Inquiry Seminars (16 cr.)

#### **Component IV**

Capstone: Dissertation and Dissemination (14 cr.)

**Total: minimum 48-63 cr.**

#### **PreK-12 Strand**

Component I establishes the foundational core of the program with particular emphasis in educational leadership and teaching and learning. Five core courses are required of all candidates: [EDF 700](#); [EDL 701](#), 702, 705 (6 cr.); and [EDT 700](#). All courses in the core are open only to PreK-12

strand Ed.D. students.

Component II includes a specialty area of the student's choice. Two specializations are available:

- Administrative Leadership. This specialization is for students who aspire to administrative positions in public schools. It could lead to certification for intermediate administrator (a State of Connecticut certificate) and/or the superintendency.
- Curriculum and Literacy. This specialization is for students who plan leadership careers in PK-12 settings, such as reading, and curriculum specialists. It includes courses in literacy, curriculum, and instructional leadership.

Component III of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV.

Component IV includes completion of the dissertation and dissemination of the results to appropriate audiences. Special course work in research and ongoing inquiry projects **will** culminate with the completion of the student's dissertation. More information about all of these components is available on the program website.

Please note that students in the PreK-12 strand take 10 credits during each of the first two summers in the program, and additional courses during evenings and some Saturdays during the first two academic years. During the third year and beyond, the focus is on dissertation requirements, including some on-campus study during the last summer or winter session of study.

### **Higher Education Strand**

Component I establishes the foundational core of the program with particular emphasis on the history and context of higher education, teaching and learning in higher education, leadership, organizational theory, and resource management. Six courses are required of all candidates: EDF 700, EDL 705 (3 cr.), 730, 731, 732, and 733. All courses in the core are open only to Ed.D. students in the higher education strand.

Component II is the **15-credit** individually defined area of specialization developed early in the program and assessed in the pre-dissertation portfolio review.

Component III of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV.

Component IV is the completion of the dissertation and dissemination of the results to appropriate audiences. Special course work in research and ongoing inquiry projects culminate with the completion of the student's dissertation. More information about all of these components is available on the program website.

### **Candidate Assessment**

The curriculum of the Ed.D. program is aligned with applicable professional and accreditation standards and with the program learning outcomes. During the second year of the program, each Ed.D. candidate completes a summative electronic portfolio which uses a variety of evidence (artifacts, evaluations, projects, and reflections) to document mastery of program learning outcomes. Prior to being granted the Ed.D. degree, each candidate completes a dissertation.

### **Pre-K-12 Strand Course and Capstone Requirements**

#### **Foundational Core (18 cr.)**

[\*\*EDF 700\*\*](#)

The Purposes of Education in America

<a href="#"><u>EDL 705</u></a>	Leadership to Promote Effective Teaching & Learning	1-6
<a href="#"><u>EDT 700</u></a>	Topics in Leadership for Technology in Schools	1-3
<a href="#"><u>EDL 701</u></a>	Leading Organizational Change I: Theory	3
<a href="#"><u>EDL 702</u></a>	Leading Organizational Change II: Program Development & Evaluation	3
<b>Inquiry Seminars and Dissertation (30 cr. required; up to 6 additional cr. optional)</b>		
<a href="#"><u>EDL 710</u></a>	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
<a href="#"><u>EDL 712</u></a>	Inquiry Seminar III: Quantitative and Qualitative Research II	3
<a href="#"><u>EDL 713</u></a>	Inquiry Seminar IV: Study of Organizational Change	2
<a href="#"><u>EDL 714</u></a>	Inquiry Seminar V: Advanced Research Design	3
<a href="#"><u>EDL 715</u></a>	Inquiry Seminar VI: The Dissertation Proposal	3
<a href="#"><u>EDL 716</u></a>	Inquiry Seminar VII: Dissertation I	2
<a href="#"><u>EDL 717</u></a>	Inquiry Seminar VIII: Dissertation II	5
<a href="#"><u>EDL 718</u></a>	Inquiry Seminar IX: Dissertation III	5
<a href="#"><u>EDL 719</u></a>	Inquiry Seminar X: Dissertation IV	1
<a href="#"><u>EDL 720</u></a>	Inquiry Seminar XI: Disseminating Research Findings	2
<i><a href="#"><u>EDL 719</u></a> may be repeated for up to 6 credits over three calendar years</i>		
<b>Specialization Area (15 cr. in Administrative Leadership or Curriculum and Literacy)</b>		
<b>Administrative Leadership</b>		
<a href="#"><u>EDL 610</u></a>	School Leadership I	3
<a href="#"><u>EDL 611</u></a>	School Leadership II	3
<a href="#"><u>EDL 615</u></a>	Understanding External Environments of School Leadership I	3
<a href="#"><u>EDL 616</u></a>	Understanding External Environments of School Leadership II	3
<a href="#"><u>EDL 652</u></a>	Advanced Topics in Educational Leadership	1
<a href="#"><u>EDL 681</u></a>	District Leadership: Governance/Leadership Issues	3
<a href="#"><u>EDL 682</u></a>	District Leadership: Student Matters	3
EDL 683	District Leadership: Personnel and Operational Issues	3
EDL 688	Administering Programs for Diverse Learners I	1
EDL 689	Administering Programs for Diverse Learners II	1
<a href="#"><u>EDL 690</u></a>	Internship in Educational Leadership I	2

<a href="#"><u>EDL 691</u></a>	Internship in Educational Leadership II	2
<a href="#"><u>EDL 692</u></a>	Internship in Educational Leadership III	2
<a href="#"><u>EDL 695</u></a>	Internship: The Superintendency I	3
<a href="#"><u>EDL 696</u></a>	Internship: The Superintendency II	3
<a href="#"><u>EDL 697</u></a>	Readings and Conference	1-3

*[EDL 697](#) may be repeated for up to 6 credits*

### **Curriculum and Literacy**

<a href="#"><u>RDG 667</u></a>	Multicultural Literature in the Classroom	3
<a href="#"><u>RDG 675</u></a>	Reading and Writing as Integrated Process	3
<a href="#"><u>RDG 680</u></a>	Current Trends and Issues in Reading and Language Arts	3
<a href="#"><u>RDG 686</u></a>	Literacy Instruction for Diverse Populations II	3
<a href="#"><u>RDG 698</u></a>	Research Seminar	3
<a href="#"><u>RDG 700</u></a>	Seminar in Literacy	3
<a href="#"><u>EDL 652</u></a>	Advanced Topics in Educational Leadership	1
<a href="#"><u>EDL 697</u></a>	Readings and Conference	1

*[EDL 697](#) may be repeated for up to 6 credits*

### **Higher Education Strand Course and Capstone Requirements**

#### **Foundational Core (18 cr.)**

<a href="#"><u>EDF 700</u></a>	The Purposes of Education in America	3
EDL 705	Leadership to Promote Effective Teaching & Learning	3
EDL 730	Budgeting and Resource Management In Higher Education	3
EDL 731	Administration and Ethics in Higher Education	3
EDL 732	Organizational Theory and Governance in Higher Education	3
EDL 733	Curriculum Planning and Development In Higher Education	3

#### **Inquiry Seminars and Dissertation (30 cr. required; up to 6 additional cr. optional)**

<a href="#"><u>EDL 710</u></a>	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
<a href="#"><u>EDL 712</u></a>	Inquiry Seminar III: Quantitative and Qualitative Research II	3
<a href="#"><u>EDL 713</u></a>	Inquiry Seminar IV: Study of Organizational Change	2
<a href="#"><u>EDL 714</u></a>	Inquiry Seminar V: Advanced Research Design	3

<a href="#"><u>EDL 715</u></a>	Inquiry Seminar VI: The Dissertation Proposal	3
<a href="#"><u>EDL 716</u></a>	Inquiry Seminar VII: Dissertation I	2
<a href="#"><u>EDL 717</u></a>	Inquiry Seminar VIII: Dissertation II	5
<a href="#"><u>EDL 718</u></a>	Inquiry Seminar IX: Dissertation III	5
<a href="#"><u>EDL 719</u></a>	Inquiry Seminar X: Dissertation IV	1
<a href="#"><u>EDL 720</u></a>	Inquiry Seminar XI: Disseminating Research Findings	2

*[EDL 719](#) may be repeated for up to 6 credits over three calendar years*

### **Individually Defined Specialization (15 cr.)**

During the first year of the program, each higher education strand candidate will work with a designated faculty member with relevant expertise to propose a coherent specialization that supports **the student's** career goals. **The specialization proposal** which must be approved by the strand coordinator. Learning in the specialization will be assessed in the pre-dissertation portfolio review.

### **Academic Rationale**

The higher education strand of the Educational Leadership Ed.D. program at Central Connecticut State University is intended to provide graduates with an understanding of theory and research, teaching and learning, and leadership and to develop skills in research and inquiry that enable them to apply this knowledge to solve persistent educational problems in higher education. Using a cohort learning design, the program will support individuals who aspire to a variety of leadership responsibilities in higher education, enabling them to improve institutional productivity and provide effective leadership and service to their institutions and the wider community of stakeholders.

To meet changing societal expectations, higher education needs to change in ways that are not yet well-defined. Shifting expectations, evolving technologies, a changing clientele, and a challenging fiscal environment will require creative and nimble action in higher education institutions. This program seeks to prepare higher education leaders who understand teaching and learning, are committed to creating effective and socially just learning environments, and have the understanding of research and organizational inquiry skills required to strategically lead complex institutions of higher education in new directions.

Because candidates will study with a variety of higher education professionals, all candidates will develop an understanding of the many elements that are required to create an effective student-centered, learning-centered higher education institution. Organizational change in higher education is easy to discuss but difficult to implement; as such, candidates will engage in actual organizational learning and change activities throughout the program to facilitate their integration of theory and practice and to strengthen their understanding of the realities of leadership in higher education.

### **Demand rationale**

The higher education strand is intended to serve mid-career professionals employed at two or four-year higher education institutions who seek to enhance their leadership capacity. Over the past 10 years, we have had numerous requests for doctoral programming from this audience and our focus groups this spring indicate that there is a strong demand for the program from staff at both community colleges and four-year institutions.



programmatic, analytical, and practical skills to address international issues. The program prepares specialists to work in governmental and non-governmental organizations within and outside of the United States to address issues related to the global human experience.

The International Studies Master's program is designed to produce individuals competent in understanding the interrelated nature of global phenomena, confident in their membership in a community of global citizens, and capable of fulfilling various professional positions related to the field of International Studies. To further these overarching goals, the learning outcomes of the **program** IS graduate program concern the student's ability to express these competencies in formal essays (including a thesis or capstone project) and presentations of research projects and policy positions. Graduates of the Master's program will:

1. demonstrate tolerance of and insights into the diversity of cultural values, beliefs and worldviews;
2. demonstrate advanced proficiency in the history, culture, and language(s) of a particular world region;
3. demonstrate detailed knowledge of the interconnectedness of global phenomena;
4. critically approach social, political, and economic cultural issues of a global nature;
5. collect and analyze data on several projects of a global scope or which relate to a particular world area;
6. produce and defend an extensive scholarly paper (thesis or capstone project), based on primary research, that focuses on a single world area or links diverse world areas in a global theme;
7. demonstrate international competency, theoretical mastery, use of literature, data, evidence, and argument at an advanced level in the scholarly paper.

A MS degree in International Studies prepares students for a range of career opportunities in government, in non-profit foundations and NGOs, in for-profit entities, and in a wide range of other institutions offering services transnationally or otherwise working in global environments.

In addition to the regular admission requirements, an applicant for the MS in International Studies program must send a resume and an essay that addresses his/her past experiences, career goals, and the region in which he/she wishes to specialize (select from African, East Asian, European, Latin American, Middle Eastern, and Global Studies). Each application must be sent electronically or by mail to the International Studies Director.

Early applications are encouraged for full consideration. The admission deadline for spring semester is November 1, and May 1 for fall semester.

## **Course and Capstone Requirements**

30 credits in International Studies (Plan A or Plan C)

### **1. Core Curriculum (6 Credits)**

IS 500 Practicing International Studies

IS 570 Modern World Issues

## **2. Geographical Areas and Global Themes (18 Credits)**

Students will select 6-12 Credits from each of the program's two focuses, for a total of 18 credits.

### **Geographical Areas:**

12 credits for students who wish to develop a primary focus in a particular world geographical area.

9 credits for students who wish to balance area and global focuses.

6 credits for students who wish to complement their primary focus on a global theme.

Courses listed below are for **advisory** purposes only. Additional courses may be identified with the approval of the advisor. For example, IS 550 (Internship in International Studies), IS 590 (Course Abroad), IS 596 (Independent Studies in International Studies), IS 597 (Seminar in International Studies), HIST 580 (Seminar in Non-Western World History), and HIST 585 (Modern World History) could be included in each area depending on the topic of those courses when offered.

\* *For any course designated **HIST 4XX**, graduate students must register for **HIST 495** to receive graduate credit.*

### **2a. Geographical Areas:**

#### **---Africa (6 to 12 Credits)**

- ANTH 416 Archaeology of Africa
- ANTH 424 Peoples and Cultures of Africa
- GEOG 446 Sub-Saharan Africa
- HIST 431\* Ancient Northeast Africa
- HIST 476\* African History through Film
- HIST 545 History of South Africa since 1900
- IS 596 Independent Studies in International Studies [remove bold-face formatting throughout]
- IS 597 Seminar in International Studies
- PS 421 Government and Politics of Africa

#### **----East Asia (6 to 12 credits)**

- GEOG 435 Japan and Korea
- GEOG 437 China
- HIST 422\* Topics in Japanese History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 425 Asian Politics

#### **----Latin America (6 to 12 Credits)**

- GEOG 434 Mexico, Central America, and the Caribbean
- GEOG 436 South America
- HIST 455\* Historical Representation in Latin America
- HIST 460\* African Enslavement in the Americas

- HIST 583 Seminar in Latin American History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 420 Government and Politics in Latin America
- SPAN 545 The Spanish-American Essay (taught in Spanish)
- SPAN 588 Topics in the Contemporary Spanish-Speaking World (taught in Spanish)

----**Middle East** (6 to 12 Credits)

- HIST 431\* Ancient Northeast Africa
- HIST 474\* History of the Arab-Israeli Conflict
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 434 Government and Politics of the Middle East and North Africa
- PS 439 US Middle East Policy

----**Europe** (6 to 12 Credits)

- GEOG 448 Russia and Neighboring Regions
- GEOG 452 European Union
- HIST 444\* Mass Politics and Total War in Europe
- HIST 445\* Ideas and Culture in Europe, 1750 - 1870
- HIST 446\* Ideas and Culture in Europe, 1870 – present
- HIST 447\* History of the Soviet Union
- HIST 448\* Stalin and Stalinism
- HIST 481\* The Jews of Poland
- HIST 540 Seminar in European History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- ITAL 571 20<sup>th</sup> Century Italian Literature (taught in Italian)
- Spanish 571 [added]
- Spanish 572 [added]

**2b. Global Themes (6 - 12 credits):**

12 credits for students who wish to develop a primary focus on a particular global theme.

9 credits for students who wish to balance global and area focuses.

6 credits for students who wish to complement their primary focus on a geographical area.

Courses below are for **advisory** purposes only. Additional courses may be approved by your advisor. For example, IS 550 (Graduate Internship in International Studies), IS 590 (Course Abroad), IS 596 (Independent Studies in International Studies), IS 597 (Seminar in International Studies), HIST 580 (Seminar in Non-Western World History), and HIST 585 (Modern World History) could be included in each **Transnational theme category** depending on the topic.

\* For any course designated **HIST 4XX**, graduate students must register for **HIST 495** to receive graduate credit.

## Global Themes

### ----Communication and Diversity in the Global Context (6 to 12 Credits)

- COMM 543 Intercultural Communication
- EDF 528 Comparative and International Education
- ENG 486 World Literature and Film
- HUM 490 The Culture and Civilization of Other Lands
- IS 571 International Diversity and Integration
- **IS 596 Independent Studies in International Studies**
- LING 515 Introduction to Sociolinguistics
- SPAN 441 Cross-Cultural Communication (taught in Spanish)
- WGSS 469 Readings in Women, Gender, and Sexuality Studies

### ----Energy, Resources, and Environment (6 to 12 Credits)

- ANTH 425 Human Ecology
- COMM 451 Environmental Communication
- ESCI 450 Environmental Geology
- GEOG 433 Issues in Environmental Protection
- GEOG 473 Geography of Natural Resources
- **IS 596 Independent Studies in International Studies**
- SUST 500 Social, Political, and Ethical Dimensions of Global Sustainability
- SUST 501 Contemporary Challenges in Environmental Sustainability
- SUST 502 Science of Sustainability

### ----Population, Mobility, and Development (6 to 12 Credits)

- ANTH 401 City Life and Culture
- ANTH 475 Topics in Anthropology (Plagues and People)
- ECON 430 International Economics
- ECON 435 Economic Development
- GEOG 544 The Geography of World Economic Development
- **IS 596 Independent Studies in International Studies**

### ----Governance, Security, and Human Rights (6 to 12 Credits)

- CJ 510 Proseminar in Negotiation and Conflict resolution
- COMM 454 Communication and Social Change
- HIST 420\* Imperialism
- **IS 596 Independent Studies in International Studies**
- PS 445 Public Policy Analysis and Evaluation
- PS 501 Advanced Studies in International Law

## 3. Research and Capstone Requirements (6 Credits)

**Plan A:** IS 598 Research in International Studies and IS 599 Thesis in International Studies

**Plan C: IS 598 Research in International Studies and IS 595 Special Project in International Studies****4. Language and/or Study Abroad Requirements**

The International Studies program requires that all students have a level of proficiency in reading, writing, speaking, and understanding of a single modern language other than English, preferably relevant to the area of geographical specialization, equal to the completion of the 226 level.

Fulfillment of this requirement will be determined by a CCSU instructor of the language, the Chair of the Modern Language Department, or a CCSU faculty member designated by the director of International Studies.

In addition to the language requirement, IS students without significant life or study experiences abroad are strongly encouraged to participate in a study abroad program, whether a course abroad or a semester or summer exchange. Information about study abroad programs is available at the Center for International Education in Barnard Hall.

*NOTE:* No more than *nine credits* at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study. Initially, on acceptance to the program, students are assigned to the International Studies Curriculum Coordinator for advice. As soon as possible, students will be assigned an advisor appropriate to their area or global specialization. This advisor will normally serve as the faculty member supervising the student's thesis or special project.

Passed As Amended

<b>Psychological Science</b>	<b>(90-91 passed)</b>					
90	<b>Course revision</b>	PSY	501	Seminar in Thesis and Research Development	[CLASS] [GS]	2015-03-30
<a href="http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-501">http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-501</a>						
<b>Change title to:</b> Thesis and Capstone Preparation [putting in line with previous program change]						
<b>Change description to:</b> Processes and procedures related to developing and completing a research-based thesis / capstone project.						
91	<b>Course revision</b>	PSY	551	Prevention and Community-Based Research	[CLASS] [GS]	2015-03-30
<a href="http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-551">http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-551</a>						
<b>Change prerequisites to:</b> PSY 550 or permission of instructor. [improving flexibility]						
<b>Change cycling to:</b> Spring (O)						
92	<b>Course</b>	PSY	553	Program	[CLASS] [GS]	2015-03-30

	<b>revision</b>			Development and Evaluation		
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-553>

**Change title to:** Evaluation Research

**Change prerequisites to:** Admission to **any** graduate program or permission of instructor **[increase openness to students outside of psychology]**

**Change description to:** Introduction to the design and conduct of evaluative research in a variety of settings, including process and outcome evaluations.

**Change cycling to:** Spring (E)

Passed As Amended

93	<b>Course revision</b>	PSY	599	Thesis	[CLASS] [GS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-599>

**Change prerequisites to:** 21 credits of graduate work, PSY 501, and a 3.00 overall GPA. Students must consult with their advisor before registering for thesis credits.

**Change description to:** Preparation of the thesis under the supervision of the thesis advisor.

**[move from here to program description]**

**Option 1:** Research-based empirical thesis

**PSY 591 Advanced Independent Reading and Research in Psychology**

**PSY 599 Thesis:** preparation of the thesis or capstone under the supervision of the thesis advisor.

**Option 2:** Capstone-Extensive and Integrative Analysis of Literature

**PSY 599 Thesis:** preparation of the thesis or capstone under the supervision of the thesis advisor.

Passed As Amended