

FACULTY SENATE REPORT

University Curriculum Committee full meeting, April 29, 2015

This report will be taken up by the Faculty Senate at its May 4, 2015 meeting. (Unless otherwise noted, course additions/revisions/deletions will take effect in Spring 2016; program changes may take effect as early as Fall 2015.)

I. Unfinished Business

A. Proposed course and program changes

General Education			
1	Proposal to add a Mission Statement to CCSU's General Education Program; Alignment of CCSU's General Education Program with the TAP and with NEASC Standard 4.	[GE] [Main]	
The mission of General Education is to ensure that all students are well and broadly educated in what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. The primary value of supplementing a professional education with an education in the traditional liberal arts & sciences lies in the preservation and advancement of human understanding and in fostering achievement in the arts. In addition to pursuing knowledge for the sake of knowledge and art for the sake of art, basic research that is freed from the necessity of serving particular vocational objectives has historically led to innovations that have had a significant impact on humanity. Not only does basic research have the potential to revolutionize industries, but on a very practical level, the skills and habits of thought developed in studying the traditional liberal arts & sciences are highly prized by many employers. Such studies cultivate the freedom to question conventional wisdom and narrow ideologies, and this freedom of thought lies at the very foundation of a free society.			
2	Proposal to poll the faculty regarding the size of General Education	[GE] [Main]	
Proposal to poll the faculty regarding the size of General Education 1. On 2/14/2011 the Faculty Senate received a report from the Ad Hoc Committee on General Education reporting the results of the poll it conducted (FS 10.11.015B; available at the Faculty Senate's website). They asked faculty to respond to the following statement: <i>The General Education program should be re-designed.</i> a. Respondents self-identified in the following categories: i. AAUP Full-time (166 respondents) ii. AAUP Part-time (31 respondents) iii. SUOAF-AFSCME (22 respondents)			

iv. Other (11 respondents)

b. Results:

i. Overall: 61.3 percent of respondents agree or strongly agree

ii. AAUP Full-time: 65.6 percent of respondents agree or strongly agree

c. Concern: in the 2010-11 academic year when the poll was administered, the official head count of full-time faculty was 440 (source: CCSU OIRA).

i. Only 38 percent of full-time faculty responded

ii. Only 32 percent of full-time faculty responded with "agree" or "strongly agree."

iii. Were those who are discontented with our current General Education program more motivated to participate in the poll?

iv. Would more faculty have responded if they had been given the option of saying whether our General Education program should be reduced in size?

2. Problem #1: by asking only about re-designing General Education, the poll was premature. Whether General Education is well designed depends largely upon whether it is well designed to achieve reasonable learning objectives. So a poll regarding the design of General Education should be informed by actual assessment data indicating how successful it is at achieving reasonable learning outcomes.

a. Solution to Problem #1: assess General Education prior to considering whether the program is well designed.

3. Problem #2: aside from achieving reasonable learning objectives, General Education is a supplement to the major, and so the reasonable size for the program depends upon how the faculty judge its importance relative to the importance of helping students to complete their majors efficiently.

a. Solution to Problem #2: poll the faculty on whether the General Education program should be reduced in size. See the proposal on the next page.

Draft of Poll on General Education

1. Select the category below that describes your position at CCSU.

AAUP (Full---time)

AAUP (Part---time)

SUOAF---AFSCME

Other

2. Please respond to the following statements [i.e. on the scale, strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]

a. The General Education program should be reduced in size. The CT State minimum for General Education is forty credits, so the average student should not have to take advantage of double---counting rules in order to complete the program in forty credits or close to forty credits.

b. The number of distinct requirements in the General Education program should be reduced.

Approved, with the following caveats: (1) the poll will be administered in the fall semester; (2) the poll will be administered by department chairs; (3) the language will be revisited in the fall.

Physics and Engineering Physics				
3	Program Revision	Major in Physics, B.S.	[SEST] [BUS]	2015-02-25

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Physics-B-S-Non-teaching-39-credits>

[Adds the option of a concentration to the non-teaching degree in Physics.]

Program Revision

Current Title: Major in Physics, B.S. (non-teaching)

Proposed Title: Major in Physics, B.S. (non-teaching, with optional concentrations in Biology, Biomolecular Science or Finance)

Option 1: B.S. in Physics

For the B.S. in Physics without any selected concentration, completion of a minor is required.

Option 2: B.S. in Physics with Concentration in Biology

Required Courses:

Physics (37 credits)

PHYS 125 University Physics I	4
PHYS 126 University Physics II	4
PHYS 220 Mechanics I	3
PHYS 250 Intermediate Lab I	1
PHYS 305 Foundations of Electricity and Magnetism	3
PHYS 320 Heat and Thermodynamics	3
PHYS 325 Optics	4
PHYS 331 Electronics I	3
PHYS 350 Intermediate Lab II	1
PHYS 425 Modern Physics	3

PHYS 450 Advanced Laboratory Techniques	1
PHYS 460 Seminar in Physics	1
PHYS 470 Quantum Mechanics	3
PHYS 471 Quantum Mechanics II	3
Chemistry (16 credits)	
CHEM 161 General Chemistry	3
CHEM 162 General Chemistry Laboratory	1
CHEM 260 Foundations of Inorganic Chemistry	3
CHEM 201 Foundations of Analytical Chemistry Laboratory	1
CHEM 210 Foundations of Organic Chemistry	3
CHEM 211 Foundations of Organic Chemistry Laboratory	1
CHEM 212 Organic Synthesis	3
CHEM 213 Organic Synthesis Laboratory	1
Mathematics (12 credits)	
MATH 152 Calculus I	4
MATH 221 Calculus II	4
MATH 222 Calculus III	4
Biology (22 credits)	
BIO 121 General Biology I	4
BIO 122 General Biology II	4
BIO 200 Integrative Biology	4
BIO 331 Neurobiology	4
6 credits of BIO or BMS electives at the 200-level or above	6
A minor is not required.	
Option 3: B.S. in Physics with Concentration in Biomolecular Sciences	
Required Courses:	
Physics (37 credits)	
PHYS 125 University Physics I	4

PHYS 126 University Physics II	4
PHYS 220 Mechanics I	3
PHYS 250 Intermediate Lab I	1
PHYS 305 Foundations of Electricity and Magnetism	3
PHYS 320 Heat and Thermodynamics	3
PHYS 325 Optics	4
PHYS 331 Electronics I	3
PHYS 350 Intermediate Lab II	1
PHYS 425 Modern Physics	3
PHYS 450 Advanced Laboratory Techniques	1
PHYS 460 Seminar in Physics	1
PHYS 470 Quantum Mechanics	3
PHYS 471 Quantum Mechanics II	3
Chemistry (16 credits)	
CHEM 161 General Chemistry	3
CHEM 162 General Chemistry Laboratory	1
CHEM 260 Foundations of Inorganic Chemistry	3
CHEM 201 Foundations of Analytical Chemistry Laboratory 1	
CHEM 210 Foundations of Organic Chemistry	3
CHEM 211 Foundations of Organic Chemistry Laboratory 1	
CHEM 212 Organic Synthesis	3
CHEM 213 Organic Synthesis Laboratory	1
Mathematics (12 credits)	
MATH 152 Calculus I	4
MATH 221 Calculus II	4
MATH 222 Calculus III	4
Biomolecular Sciences (20.5 credits)	
BMS 102 Introduction to Biomolecular Science	3
BMS 103 Introduction to Biomolecular Science Laboratory 1	

BMS 190 Introduction to Research I	.5
BMS 201 Principles of Cell and Molecular Biology	4
BMS 311 Cell Biology	4
BMS 307 Genomics	4
4 credits of BMS or BIO electives at the 200-level or above	4

A minor is not required.

Option 4: B.S. in Physics with Concentration in Finance

Required courses:

Physics (37 credits)

PHYS 125 University Physics I	4
PHYS 126 University Physics II	4
PHYS 220 Mechanics I	3
PHYS 250 Intermediate Lab I	1
PHYS 305 Foundations of Electricity and Magnetism	3
PHYS 320 Heat and Thermodynamics	3
PHYS 325 Optics	4
PHYS 331 Electronics I	3
PHYS 350 Intermediate Lab II	1
PHYS 425 Modern Physics	3
PHYS 450 Advanced Laboratory Techniques	1
PHYS 460 Seminar in Physics	1
PHYS 470 Quantum Mechanics	3
PHYS 471 Quantum Mechanics II	3

Chemistry (4 credits)

CHEM 161 General Chemistry	3
CHEM 162 General Chemistry Laboratory	1

Mathematics (23 credits)

MATH 152 Calculus I	4
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STAT 215 Statistics for Behavioral Sciences I	3
MATH 221 Calculus II	4
MATH 222 Calculus III	4
MATH 226 Linear Algebra and Probability for Engineers	
OR	
MATH 228 Introduction to Linear Algebra	4
MATH 355 Introduction to Differential Equations with	
Applications	4
Finance (21 credits)	
FIN 295 Managerial Finance	3
FIN 301 Intermediate Managerial Finance	3
FIN 310 Principles of Investments	3
FIN 320 Financial Markets and Institutions	3
FIN 410 Securities Analysis	3
6 credits of FIN electives	6
Ancillary requirements (9 credits)	
ACC 211 Introduction to Financial Accounting	3
ECON 200 Principles of Macroeconomics	3
ECON 201 Principles of Microeconomics	3
A minor is not required.	
Approved. Credit totals for each concentration are as follows.	
Option 2: B.S. in Physics with Concentration in Biology	
Physics: 37	
Chemistry: 16	
Mathematics: 12	
Biology: 22	
12 credits from program may be double-counted in General Education Skill Area II (6 credits) and Study Area IV (6 credits); total additional General Education credits required: 32	
Total Program credits: 119 credits	

Option 3: B.S. in Physics with Concentration in Biomolecular Sciences

Physics: 37

Chemistry: 16

Mathematics: 12

Biomolecular Sciences: 20.5

12 credits from program may be double-counted in General Education Skill Area II (6 credits) and Study Area IV (6 credits); total additional General Education credits required: 32

Total Program credits: **117.5 credits**

Option 4: B.S. in Physics with Concentration in Finance

Physics: 37

Chemistry: 4

Mathematics: 23

Finance: 21

Ancillary: 9

14 credits from program may be double-counted in General Education Skill Area II (6 credits), Study Area IV (6 credits), and Study Area II (6 credits) (because no more than 8 credits from the program may be applied to the Study Areas and no more than 8 to the Skill Areas; see [Central Connecticut State University - Undergraduate General Education Program](#)). Total additional General Education credits required: 30.

Total Program credits: **124 credits**

II. New Business

A. Proposed course and program changes

Biology								
4	TAP-FIRC Biology Transfer Articulation Pathway and Degree Program			[SEST] [GE]				
Approved. Documentation (PDF) to be sent under separate cover.								
Biomolecular Sciences								
5	Course Revision	BMS	102	Introduction to Biomolecular Science	[SEST][GE]	2015-04-02 15:04:55		

Change description to: Introduction to cell physiology and basic metabolism (including the fundamentals of molecular genetics) and the organization, structure and function of animal tissues and organ systems. Designed for Biomolecular Sciences majors, no credit given for students with credit for BMS 111 or BIO 111.

General Education: Reaffirmed Study Area IV.

6	Course Revision	BMS	111	Cells and the Human Body	[SEST][GE]	2015-04-02 14:51:37
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/100/BMS-111>

Change description to: An overview of the structure and function of the cell and its metabolism. Topics include genetics and molecular mechanisms underlying cellular structure and function, and the need for and generation of multiple cell types and organ systems in the human body. Covers the workings of the major organ systems in maintaining the overall health of an individual. No credit given to students with credit for BIO 111 or BMS 102. Cannot be used to meet requirements for major or minor in Biomolecular Sciences.

General Education: Reaffirmed Study Area IV.

7	Course Revision	BMS	496	Capstone in Biosynthesis, Bioenergetics and Metabolic Regulation	[SEST]	2015-04-06 10:39:54
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/400/BMS-496>

Change title to: Capstone in Cellular Metabolism and Energetics

Change description to: For advanced undergraduates. Study of the biochemical reactions that sustain life in connection to their role in biological systems. Structure and function of biomolecules. Bioenergetic principles involved in the synthesis and degradation of biological macromolecules. Integration and regulation of metabolic pathways will be discussed.

8	Course Deletion	BMS	497	Biosynthesis, Bioenergetics and Metabolic Regulation Laboratory	[SEST]	2015-04-02 15:11:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/400/BMS-497>

9	Course Revision	BMS	506	Biosynthesis, Bioenergetics and Metabolic Regulation	[SEST] [GS]	2015-04-06 10:44:54
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/500/BMS-506>

Change title to: Cellular Metabolism and Energetics

Change description to: For entering graduate students. Study of the biochemical reactions that sustain life in connection to their role in biological systems. Structure and function of biomolecules. Integration and regulation of metabolic pathways will be discussed. This is a bridge course with [BMS 496](#). No credit given to students with previous credit for [BMS 496](#).

10	Program Deletion	Official Certificate Program: Post-Baccalaureate Certificate in Cell and Molecular Biology			[SEST]	2015-04-02 14:34
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Official-Certificate-Programs/Official-Certificate-Program-Post-Baccalaureate-Certificate-in-Cell-and-Molecular-Biology>

Communication

11	Course Revision	COMM	301	Critical Thinking	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-301>

Change description to: Development of critical thinking and debate skills as a basis for thoughtful and effective communication. Analysis of arguments and persuasive appeals.

Change credits to: 4

12	Course Revision	COMM	302	Problem-Solving and Decision Making	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-302>

Change description to: Introduction to small group interaction processes with an emphasis on group decision making and problem solving. Three hours class lectures and additional group work to develop and refine a research project.

Change credits to: 4

Change cycling to: Irregular

13	Course Revision	COMM	315	Political Communication	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-302>

Change credits to: 4

Change cycling to: Fall (E)

14	Course	COMM	319	Filmic Narrative	[CLASS]	2015-03-05
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[Communication/300/COMM-338](#)

Change credits to: 4

Change cycling to: Irregular

20	Course Addition	COMM	339	Public Relations and Social Media	[CLASS]	2015-03-06 12:18:38
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Course number: COMM 339

Course title: Public Relations and Social Media

Prerequisites: COMM 234 (C- or better)

Course description: Explores the use of Public Relations strategies and techniques applied to social media platforms. Examines how brands are utilizing tools such as Facebook, Twitter, Instagram and YouTube, to effectively reach their audiences. Structured as a hands-on workshop, students work on a variety of assignments, case studies, readings, discussion boards and a final project where they will produce a social media consultancy report for a non-profit.

Credits: 4

Cycling: Spring

21	Course Revision	COMM	345	Writing for the Electronic Media	[CLASS]	2015-03-05 12:02
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[http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-345](#)

Change credits to: 4

Change cycling to: Irregular

22	Course Revision	COMM	380	Women & Film	[CLASS]	2015-03-05 12:02
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[http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-380](#)

Change credits to: 4

Change cycling to: Fall (E)

Change Cross Listed Courses to: Cross-listed with [CINE 380](#) and [WGSS 380](#). No credit may be received by students who have received credit for [CINE 380](#) or [WGSS 380](#).

[http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/CINE-Cinema-Studies/300/CINE-380](#)

[http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/WGSS-Women-](#)

[Gender-Sexuality-Studies/300/WGSS-380](#)

NOTE: Equivalent changes must be applied to cross-listed CINE 380 and WGSS 380 courses.

23	Course Revision	COMM	382	American Cinema	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/CINE-Cinema-Studies/300/CINE-382>

Change credits to: 4

Change cycling to: Irregular

Cross-listed with [CINE 382](#).

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/CINE-Cinema-Studies/300/CINE-382>

NOTE: Equivalent changes must be applied to cross-listed CINE 382 course.

24	Course Revision	COMM	384	Nonverbal Communication	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/300/COMM-384>

Add to description: Three hours class lectures and additional one-on-one work to develop and refine a research project.

Change credits to: 4

Change cycling to: Spring (Even)

25	Course Revision	COMM	406	Case Studies in Public Relations	[CLASS] [GS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/400/COMM-40>

Delete from description: This is a link course with [COMM 506](#).

Change credits to: 4

Change cycling to: Spring

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/500/COMM-506>

NOTE: In catalog entry for COMM 506, **delete:** "This is a link course with [COMM 406](#). No credit given to students with credit for COMM 406."

26	Course Revision	COMM	420	Principles of Digital Photography for	[CLASS]	2015-03-05 12:02
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while honing their research and/or communication skills.

Credits: 4

Cycling: [none; will be offered every semester]

40	Course Revision	COMM	495	Special Topics in Communication	[CLASS]	2015-03-05 12:02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/400/COMM-495>

Change title to: Special Topics in Strategic Communication

Change credits to: 3-4

Change cycling to: Irregular

41	Course Addition	COMM	539	Public Relations and Social Media	[CLASS][GS]	2015-03-06 16:34:08
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[Amended] Course title: Advanced Public Relations and Social Media

Prerequisites: COMM 500

Course description: 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.

Credits: 3

Cycling: Irregular

Graduate credit.

42	Program Addition	Minor in Media Studies	2015-03-06
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Proposed title: Minor in Media Studies

Proposed description:

Required course: COMM 230 Introduction to Mass Media (3 credits)

Any two of the following (6 credits):

COMM 220 (or COMM 255)

COMM 227 (or COMM 228)

COM 231

COMM 336

8 additional credits from the following list (all courses are 4 credits unless otherwise noted):

COMM 315
COMM 319
COMM 327
COMM 328
COMM 329
COMM 332
COMM 338
COMM 345
COMM 380
COMM 382
COMM 399 (1 credit)
COMM 410
COMM 420
COMM 427
COMM 428
COMM 431
COMM 432
COMM 435
COMM 436
COMM 445
COMM 455
COMM 485 (3 or 4 credits)
COMM 487
COMM 488
COMM 496 (3 credits)

Proposed credits: 17

43	Program Addition	Minor in Strategic Communication	2015-03-06
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Proposed title: Minor in Strategic Communication

Proposed description:

Required courses (11 credits):

COMM 234 Introduction to Public Relations (3)

OR

COMM 253 Introduction to Organizational Communication (3)

COMM 334 Public Relations Strategies and Techniques (4)

OR

COMM 356 Professional Communication (4)

COMM 410 Public Opinion (4)

OR

COMM 434 Campaign Development Methods (4)

OR

COMM 453 Organizational Communication (4)

At least two courses from the following list (some are 3, some are 4 credits):

COMM 215

COMM 216

COMM 234 (or COMM 253)

COMM 301

COMM 302

COMM 339

COMM 345

COMM 353

COMM 384

COMM 406

COMM 436

COMM 450

COMM 451

COMM 452

COMM 454

COMM 456

COMM 458						
COMM 495						
COMM 496						
Proposed credits: 17						
Community Engagement						
44	Course Addition	CEN	201	Practicum in Community and Civic Engagement	[CLASS] [GE]	2014-12-15 11:36:11
Course number: CEN 201						
Course title: Practicum in Community and Civic Engagement						
Prerequisites: This is a co-requisite course with CEN 200 Introduction to Community and Civic Engagement, in other words, taken at the same time.						
Course description: This one-credit course is the community-engaged component of the CEN 200 class, and provides the platform for the students, working in groups, to carry out a community-based project.						
Credits: 1						
Cycling:						
General Education: Study Area III						
45	Course Addition	CEN	402	Community Engagement Internship Seminar	[CLASS]	2015-03-24 11:09:22
Course number: CEN 402						
Course title: Community Engagement Internship Seminar						
Prerequisites: CEN 200 and CEN 201						
Course description: Course Description: The purpose of the Community Engagement Internship program is to first allow students to gain experience in an area of interest, and second, to apply what they have learned from their community engagement curriculum to real life experiences. Essentially, this course will allow each student to apply skills and knowledge in the context of providing community service work. Although each student will serve in different locations and programs, there will be various overlapping and common themes that will emerge for all students.						
Credits: 4						
Cycling: [none; will be offered every semester]						
46	Program Revision	Community Engagement Minor			[CLASS] [SEST] [BUS]	2015-04-02 17:12

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Community-Engagement-Minor-17-18-credits>

Revise program description to:

Community Engagement Minor

Requirements:

A minimum of 17 credits is required for the minor, distributed as follows:

Required Courses:

CEN 200	Introduction to Community and Civic Engagement	3
CEN 201	Practicum, Introduction to Community Engagement	1
CEN 402	Community Engagement Internship Seminar	4

ONE course from the following:

PHIL 244	Introduction to the Philosophy of Social Justice	3
CRM 245	Diversity and Criminal Justice	3
SOC 212	Race, Class, and Gender	3
ANTH 200	Dimensions of Diversity and Inequality	3

At least 6 credits from any of the following (in consultation with CEN facilitator):

ANTH 170	Introduction to Cultural Anthropology	3
ART 465*	Mural Painting/Street Art	1-3
BIO 132/133	Introductory Ecology/Lab	4
COMM 215	Introduction to Interpersonal Communication	3
COMM 443	Communication and Social Influence	3
COMM 451	Environmental Communication	3
CRM 230	Law Enforcement and Society	3
CRM 240	Gender, Crime, and Criminal Justice	3
ECON 200	Macroeconomics	3
ECON 321*	Social Issues	3
ENG 370	Creative Non-fiction I	3
ESCI 278	Observational Astronomy	4
ENT 301*	Entrepreneurship and New Venture Creation	3
GERO 101	Introduction to Gerontology	3

HIST 302	Introduction to Public History	3				
HIST 403*	Public History Project	3				
HIST 405*	Local History and Community Development	3				
JRN 200	Introduction to Journalism	3				
JRN 370*	Today's News in Context	3				
JRN 371*	Reporting Cultural Diversity	3				
LING 496	TESOL Methods	3				
MGT 295	Fundamentals of Management and Organizational Behavior	3				
MGT 403*	Ethical and Social Issues for the Manager	3				
MUS 211	Ethnomusicology	3				
PHIL 144	Moral Issues	3				
PS 230	American State and Local Government	3				
PSY 125*	Environment and Behavior	3				
PSY 250*	The Psychology of Community Service	3				
PSY 420*	Cross-Cultural Psychology	3				
PSY 430*	Intergroup Relations	3				
PSY 380*	Psychology of Dying and Death	3				
SOC 110	Introductory Sociology	3				
SOC 111	Social Problems	3				
* = Indicates prerequisite and/or permission required						
Other courses, as approved by the appropriate department chair and the Community Engagement Committee using the Community Engagement course rubric.						
(Optional and upon invitation only): The 2-credit course CEN/FYE 301, which may be taken more than once. The course is open only to students with a GPA of 3.0 and higher, and a nomination from a CEN course instructor.						
Economics						
47	Course Addition	ECON	360	Sports Economics	[CLASS]	2015-04-02 13:21:25
Course number: ECON 360						
Course title: Sports Economics						
Prerequisites: ECON 201 or Instructor Permission						

Course description: Microeconomic theories and tools will be used to analyze a variety of topics related to the sports industry. Topics covered include the impact of monopoly and cartel behavior, unions, salary caps, free agency, the NCAA, and public policy concerns involving the impacts of sports on the economy.

Credits: 3

Cycling: Spring

Educational Leadership						
48	Course Addition	EDL	735	<u>Special Topics in Leadership</u>	[SEPS] [GS]	2015-03-27 11:35:44

Course number: EDL 735

Course title: Special Topics in Leadership

Prerequisites: admission to CCSU Ed.D. program

Course description: Inquiry into special topics in educational leadership. Repeatable with permission for up to 15 credits.

Credits: 1-3

Cycling: irregular

Graduate credit.

49	Program Revision	Doctor of Education in Educational Leadership	[SEPS] [GS]	2015-03-31
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<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

[EDL 705](#) Leadership to Promote Effective Teaching & Learning

[EDT 700](#) Topics in Leadership for Technology in Schools

[EDL 701](#) Leading Organizational Change I: Theory

[EDL 702](#) Leading Organizational Change II: Program Development & Evaluation

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

<u>EDL 710</u>	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
<u>EDL 712</u>	Inquiry Seminar III: Quantitative and Qualitative Research II	3
<u>EDL 713</u>	Inquiry Seminar IV: Study of Organizational Change	2
<u>EDL 714</u>	Inquiry Seminar V: Advanced Research Design	3
<u>EDL 715</u>	Inquiry Seminar VI: The Dissertation Proposal	3
<u>EDL 716</u>	Inquiry Seminar VII: Dissertation I	2
<u>EDL 717</u>	Inquiry Seminar VIII: Dissertation II	5
<u>EDL 718</u>	Inquiry Seminar IX: Dissertation III	5
<u>EDL 719</u>	Inquiry Seminar X: Dissertation IV	1
<u>EDL 720</u>	Inquiry Seminar XI: Disseminating Research Findings	2

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

Specialization Area (15 cr. in Administrative Leadership or Curriculum and Literacy)**Administrative Leadership**

<u>EDL 610</u>	School Leadership I	3
<u>EDL 611</u>	School Leadership II	3
<u>EDL 615</u>	Understanding External Environments of School Leadership I	3
<u>EDL 616</u>	Understanding External Environments of School Leadership II	3
<u>EDL 652</u>	Advanced Topics in Educational Leadership	1
<u>EDL 681</u>	District Leadership: Governance/Leadership Issues	3
<u>EDL 682</u>	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
<u>EDL 690</u>	Internship in Educational Leadership I	2
<u>EDL 691</u>	Internship in Educational Leadership II	2
<u>EDL 692</u>	Internship in Educational Leadership III	2
<u>EDL 695</u>	Internship: The Superintendency I	3
<u>EDL 696</u>	Internship: The Superintendency II	3
<u>EDL 697</u>	Readings and Conference	1

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

Curriculum and Literacy

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

<u>EDF 700</u>	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)

<u>EDL 710</u>	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
<u>EDL 712</u>	Inquiry Seminar III: Quantitative and Qualitative Research II	3
<u>EDL 713</u>	Inquiry Seminar IV: Study of Organizational Change	2
<u>EDL 714</u>	Inquiry Seminar V: Advanced Research Design	3
<u>EDL 715</u>	Inquiry Seminar VI: The Dissertation Proposal	3
<u>EDL 716</u>	Inquiry Seminar VII: Dissertation I	2
<u>EDL 717</u>	Inquiry Seminar VIII: Dissertation II	5
<u>EDL 718</u>	Inquiry Seminar IX: Dissertation III	5
<u>EDL 719</u>	Inquiry Seminar X: Dissertation IV	1
<u>EDL 720</u>	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 must** be approved by the strand coordinator. Learning in the specialization will be assessed in the pre-dissertation portfolio review.

Approved as amended. **Yellow highlighting** indicates amendment of existing language.

English						
50	Course Revision	ENG	374	Creative Writing:Poetry II	[CLASS]	2015-03-30

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/300/ENG-374>

Change cycling: delete “Irregular” [will be offered every semester]

51	Course Revision	ENG	375	Creative Nonfiction II	[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/300/ENG-375>

Change cycling: delete “Irregular” [will be offered every semester]

52	Course Revision	ENG	377	Playwriting	[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/300/ENG-377>

Change cycling to: Spring

53	Course Revision	ENG	382	Travel Writing	[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/300/ENG-382>

Change prerequisites to: JRN 200 or ENG 370 or permission of instructor.

Change cycling to: Spring (O)

54	Course Revision	ENG	484	Advanced Fiction Workshop	[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/400/ENG-484>

Change cycling to: Spring (E)

55	Course Revision	ENG	485	Advanced Poetry Workshop	[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/400/ENG-485>

Change cycling to: Spring (O)

56	Program Revision	Creative Writing Minor			[CLASS]	2015-03-30
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Creative-Writing-Minor-18-credits>

Change description to:

CREATIVE WRITING MINOR

1. ENG 110, or 105 and 105P, or equivalent is the prerequisite for all Creative Writing courses.
2. A minimum of one course apiece is required in Creative Nonfiction, Fiction, and Poetry.
3. No repetition of courses is allowed, with the exception of ENG 378: Creative Writing: Special Topics.
4. Students will be better served if they take a full sequence of three courses in poetry, fiction or creative nonfiction, but are **not required** to do so. The three tracks are listed below, with courses for each track listed in the sequence in which they would be taken, with prerequisite and cycling information, so as to facilitate advanced planning.
5. As a way of introducing themselves to Creative Writing from a broader perspective and exploring various genres in which they might wish to write, students are encouraged to take ENG 265 Introduction to Creative Writing: A Survey of Forms to fulfill 3 credits of the 6-credit Skill Area I requirement in General Education.

A minimum of 18 credits elected from:

ENG 377	Creative Writing: Playwriting	(Spring)	3
ENG 378	Creative Writing: Special Topics	(Irregular)	3
ENG 382	Travel Writing	(Spring / O)	3
Prerequisite: JRN 235 or ENG 370 or permission of instructor			
ENG 383	Writing for Digital Platforms	(Fall)	3
ENG 384	Publishing	(Spring)	4
ENG 385	Writing About....	(Spring / O)	3
ENG 494	Creative Writing: Independent Study	(Irregular)	3

(Creative Nonfiction)

ENG 370	Creative Writing: Creative Nonfiction I	(every semester)	3
ENG 375	Creative Writing: Creative Nonfiction II	(every semester)	3
Prerequisite: ENG 370 or permission of instructor			
ENG 483	Advanced Creative Nonfiction	(Spring / E)	3

Prerequisite: ENG 375 or permission of instructor

(Fiction)

ENG 371	Creative Writing: Fiction I	(every semester)	3
ENG 372	Creative Writing: Fiction II	(every semester)	3
Prerequisite: ENG 371 or permission of instructor			
ENG 484	Advanced Fiction Workshop	(Spring / E)	3

Prerequisite: ENG 372 or permission of instructor

(Poetry)

ENG 373	Creative Writing: Poetry I	(every semester)	3
ENG 374	Creative Writing: Poetry II	(every semester)	3
Prerequisite: ENG 373 or permission of instructor			
ENG 485	Advanced Poetry Workshop	(Spring / O)	3

Prerequisite: ENG 374, or permission of instructor

FIN 400 Advanced Managerial Finance 3

FIN 410 Securities Analysis 3

FIN 411 Financial Statement Analysis 3

FIN 420 Bank Management 3

FIN 422 Risk Management 3

FIN 425 Financial Derivatives 3

FIN 498 Finance Seminar 3

FIN 499 CFA Seminar 3

AC 302 Introduction to Income Taxation 3

LAW 400 Advanced Business Law 3

Business Electives (6 credits)

ECON 310 Mathematical Economics I 3

ECON 450 Money, Credit, and Banking 3

ECON 485 Econometrics 3

AC 300 Intermediate Accounting I 3

AC 301 Cost Management Systems 3

AC 312 Intermediate Accounting II 3

AC 402 Fundamentals of Corporate Taxation 3

AC 404 Taxation of Business Pass-Through Entities 3

FIN 300+ Any Finance course(s) 300 level or above 3

Proposed credits: 57

Geography						
60	Course Revision	GEOG	452	European Union	[CLASS]	2015-04-06 14:40:07
http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/GEOG-Geography/400/GEOG-452						
Change course number to: GEOG 444						
Delete graduate credit.						
61	Course Addition	SUST	140	Introduction to Sustainability	[CLASS] [GE]	2015-03-24 09:20:41

Course number: SUST 140

Course title: Introduction to Sustainability

Prerequisites: [none]

Course description: Introduction to the basic principles, theories, methods, and applications of sustainability.

Credits: 3

Cycling: Fall

General Education: Study Area II

62	Course Addition	SUST	275	Sustainable Soils & Vegetation	[CLASS] [GE]	2015-03-24 14:01:04
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Course number: SUST 275

Course title: Sustainable Soils & Vegetation

Prerequisites: [none]

Course description: An analysis of major soil groups, soil properties, associated vegetation, and a critical review of human activities that impact the natural state of soils and vegetation. An overview of sustainable practices that can address human impacts on soils and vegetation.

Credits: 3

Cycling: Fall

General Education: Study Area IV

63	Course Addition	SUST	475	Sustainable Energy & Climate Change	[CLASS]	2015-03-30 09:23:08
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Course number: SUST 475

Course title: Sustainable Energy & Climate Change

Prerequisites: GEOG 272 or GEOG 374

Course description: Seminar on social, economic, and environmental dynamics of renewable and nonrenewable energy resources and their impacts on global climate change.

Credits: 3

Cycling: Fall (E)

64	Course Revision	THS	450	Hotel and Lodging Practicum	[CLASS]	2015-04-07 13:15
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[Hospitality-Studies/400/THS-450](http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/THS-Tourism-Hospitality-Studies/400/THS-450)

Change course number to: THS 460

65	Course Revision	THS	455	Conventions and Meeting Planning Practicum	[CLASS]	2015-04-07 13:15
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/THS-Tourism-Hospitality-Studies/400/THS-455>

Change course number to: THS 465

International and Area Studies						
66	Course Addition	IS	150	Introduction to International Studies	[CLASS] [GE] [IEC]	2014-11-07

[hyperlink not available]

Course number: IS 150

Course title: Introduction to International Studies

Prerequisites: [none]

Course description: Exploration of core issues related to international studies, including social, geographical, historical, cultural, political, economic, and environmental factors.

Credits: 3

Cycling: [none; will be offered every semester]

General Education: Study Area II; [I]

67	Course revision	IS	230	Topics in International Studies	[CLASS] [GE] [IEC]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/200/IS-230>

Change title to: Topics in International Studies I

Change description to: Interdisciplinary study of global cultures as reflected in the arts, national traditions, institutions, politics, history, and/or values of selected region(s). Area or period may vary from semester to semester. May be repeated with different topics or regions for up to 6 credits.

Cross-listed with [HUM 230](#).

[GE] Reaffirmed Study Area I, [I].

[CLASS] [GE] Postponed to next curriculum cycle because Modern Languages has not approved

removal of cross-listing with HUM 230 (implicit in proposed description).

68	Course revision	IS	330	Selected Topics in Global Cultures	[CLASS] [GE] [IEC]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/300/IS-330>

Change title to: Topics in International Studies II

Change description to: Advanced interdisciplinary approach of selected topics in the culture of a particular country as reflected in its language, music, literature, art, folklore, politics, and/or history. May be repeated with different topics or countries for up to 6 credits.

Cross-listed with [HUM 330](#).

[GE] **Reaffirmed** Study Area I, [I].

[CLASS] [GE] Postponed to next curriculum cycle because Modern Languages has not approved removal of cross-listing with HUM 330 (implicit in proposed description).

69	Course revision	IS	360	International Studies Through Travel	[CLASS] [GE] [IEC]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/300/IS-360>

Change description to: Classroom and study abroad exploring special topics taken from any world region. May be repeated with different topics or countries for up to 6 credits.

Cross-listed with [HUM 360](#).

[GE] **Reaffirmed** Study Area I, [I].

[CLASS] [GE] Postponed to next curriculum cycle because Modern Languages has not approved removal of cross-listing with HUM 360 (implicit in proposed description).

70	Course deletion	IS	436	Geography of South America	[CLASS]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/400/IS-436>

Cross listed with [GEOG 436](#) and [LAS 436](#).

NOTE: DO NOT DELETE cross-listed equivalents, GEOG 436 and LAS 436.

In catalog entry for GEOG 436, change "Cross listed with [IS 436](#) and [LAS 436](#). No credit given to students with credit for [IS 436](#) or [LAS 436](#)" to "Cross listed with [LAS 436](#). No credit given to

students with credit for [LAS 436](#)."

In catalog entry for LAS 436, change "Cross listed with [GEOG 436](#) and [IS 436](#). No credit given to students with credit for [GEOG 436](#) or [IS 436](#)" to "Cross listed with [GEOG 436](#). No credit given to students with credit for [GEOG 436](#)."

71	Course revision	IS	450	Internship in International Studies	[CLASS] [GS]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/400/IS-450>

Change description to: Permission of the program director. Students will work in an environment directly related to the regional specialization or global studies program, under supervision of an International Studies faculty member. Classroom portion and written reports are required.

Remove graduate credit.

72	Course Addition	IS	461	Topics in African Studies	[CLASS] [GE] [IEC]	2015-02-19 13:28:23
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Course number: IS 461

Course title: Topics in African Studies

Prerequisites: [none]

Course description: May be repeated with different topics or country for up to 6 credits.

Credits: 3

Cycling: On Demand

General Education: [I]

73	Course Addition	IS	462	Topics in East Asian Studies	[CLASS] [GE] [IEC]	2015-02-19 13:35:37
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Course number: IS 462

Course title: Topics in East Asian Studies

Prerequisites: [none]

Course description: May be repeated with different topics or country for up to 6 credits.

Credits: 3

Cycling: On Demand

General Education: [I]

74	Course Addition	IS	463	Topics in European Studies	[CLASS] [GE] [IEC]	2015-02-19 13:44:22
Course number:	IS 463					
Course title:	Topics in European Studies					
Prerequisites:	[none]					
Course description:	May be repeated with different topics or country for up to 6 credits.					
Credits:	3					
Cycling:	On Demand					
General Education:	none [I]					
75	Course Addition	IS	464	Topics in Latin American Studies	[CLASS] [GE] [IEC]	2015-02-19 14:06:39
Course number:	IS 464					
Course title:	Topics in Latin American Studies					
Prerequisites:	[none]					
Course description:	May be repeated with different topics or country for up to 6 credits.					
Credits:	3					
Cycling:	On Demand					
General Education:	[I]					
76	Course Addition	IS	465	Topics in Middle East Studies	[CLASS] [GE] [IEC]	2015-02-19 14:19:51
Number:	IS 465					
Course title:	Topics in Middle East Studies					
Prerequisites:	[none]					
Course description:	May be repeated with different topics for up to 6 credits. Irregular.					
Credits:	3					
Cycling:	On Demand					
General Education:	[I]					

77	Course Addition	IS	550	Graduate Internship in International Studies	[CLASS] [GS]	2015-02-19 14:38:48
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Course number: IS 550

Course title: Graduate Internship in International Studies

Prerequisites: Permission of the program director.

Course description: Students will work in an environment directly related to the regional specialization or global studies program, under supervision of an International Studies faculty member.

Credits: 3

Cycling: On Demand

Graduate credit.

78	Course revision	IS	570	Modern World Issues	[CLASS] [GS]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/500/IS-570>

Change description to: Analysis of current global issues, with primary focus on power, institutions and sustainability concerns. Consideration of resource and environment challenges, sociocultural tensions, socioeconomic trends, international security, and the impacts of technological innovation.

79	Program Revision	Major in International and Area Studies, B.A.	[CLASS] [SEST] [BUS]	2015-11-07
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<http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/International-and-Area-Studies-B-A-57-credits>

Change description to:

Bachelor of Arts, Major in International Studies (39 credits)

International Studies is an interdisciplinary program designed to build student expertise in particular world regions and/or about diverse international issues, including globalization, diversity, migration, international law, conflict resolution, economic development, environmental policy, and the roles of gender, race, language, and class in international contexts.

The International Studies BA program is oriented to produce individuals competent to understand the interrelated nature of global phenomena and confident in their membership in a community of global citizens. Each undergraduate is also to specialize in a particular world area or a particular global theme. The learning outcomes of the program concern the student's ability to express this knowledge in formal essays and presentations of research projects and policy positions. To further these

overarching goals, IS undergraduate program graduates will:

1. demonstrate sensitivity to the global diversity of cultural values, beliefs and worldviews;
2. demonstrate proficiency in the history, culture, and language(s) of a particular world region;
3. demonstrate 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 projects of a global scope or which relate to a particular world area;
6. produce and defend a scholarly paper (senior 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, mastery of theory, and appropriate use of relevant literature, data, evidence, and argument in the scholarly paper (senior project).

A BA 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 and enterprises offering services transnationally or otherwise working in global environments.

1. Core Curriculum (18 credits)

IS 225	The World as a Total System	3
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and 6 credits from:

IS 150	Introduction to International Studies	3
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GEOG 120	World Regional Geography	3
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HIST 122	World Civilization II	3
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PS 104	The World's Political Systems	3
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and 3 credits from:

PS 250	Approaches to Political Science	3
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ANTH 374	Field Research Methods	3
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GEOG 442	Field Methods in Geography	3
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HIST 301	The Historical Imagination	3
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and:
At least 3 credits from an experience abroad
(IS 360, IS 490, or other) or an internship (IS 450) 3

and:

IS 475	Senior Project	3
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2. Geographical Areas and Themes in Global Studies (21 Credits)

Students will select 21 credits from one of the programs below, in order to follow one of the

following tracks: African Studies (2a), East Asian Studies (2a), European Studies (2a), Latin American Studies (2a), Middle Eastern Studies (2a), or Global Studies (2b).

2a. Geographical Area Studies:

Students will take 15 credits in one regional specialization and 6 credits in one global theme, or as approved by the advisor. 9 credits must be at the 400-level. Not more than 9 credits may come from the same discipline (designator). Courses listed below are for **advisory** purposes only. Additional courses may be identified with the approval of the advisor.

Africa

- ANTH 416 Archaeology of Africa
- ANTH 424 Peoples and Cultures of Africa
- FR 305 Introduction to Francophone Literature
- FR 315 Aspects of Francophone Cultures
- GEOG 446 Sub-Saharan Africa
- HIST 271 Introduction to African history and Culture
- HIST 376 History of Africa since 1800
- HIST 432 History of South Africa
- HIST 476 African History through Film
- IS 461 Topics in Africa Studies
- PHIL 260 African Philosophy
- PS 421 Government and Politics of Africa
- PS 434 Government and Politics of the Middle East and North Africa

East Asia

- ANTH 475 Vietnam: A Country Not a War
- ART 412 Oriental Art
- CHIN 304 Topics in Chinese Literature
- CHIN 315 Topics in Chinese Culture
- GEOG 435 Japan and Korea
- GEOG 437 China
- HIST 252 East Asia Since 1800
- HIST 353 History of Modern China
- HIST 354 History of Modern Japan
- HIST 422 Topics in Japanese History
- IS 462 Topics in East Asia Studies
- PHIL 250 Introduction to Asian Philosophy
- PHIL 275 Chinese Philosophy
- PHIL 376 Buddhist Philosophy
- PS 425 Asian Politics

Europe

- ENG 365 The Modern European Novel
- FR 304 Introduction to French Literature
- FR 305 Introduction to Francophone Literature
- FR 315 Aspects of Francophone Cultures
- FR 316 Contemporary France
- GEOG 452 European Union
- GEOG 448 Russia and Neighboring Regions
- GER 304 Introduction to German Literature I
- GER 305 Introduction to German Literature II
- GER 316 German Civilization from 1800 to Present
- HIST 234 Modern Europe
- HIST 342 English History since 1715
- HIST 343 Modern Ireland: 1690-present
- HIST 344 Modern Germany
- HIST 348 History of Russia II
- HIST 356 History of East Central Europe since 1919
- HIST 380 Modern Poland
- HIST 444 Mass Politics and Total War in Europe
- HIST 446 Ideas and Culture in Modern Europe, 1870-Present
- HIST 447 History of the Soviet Union
- HIST 448 Stalin and Stalinism
- HIST 481 The Jews of Poland
- HIST 415 The Cold War in the United States and Europe
- HIST 421 Britain at the Turn of the 20th Century
- HIST 452 World War II in Europe
- IS 463 Topics in European Studies
- ITAL 304 Introduction to Italian Literature I
- ITAL 305 Introduction to Italian Literature II
- ITAL 316 Italian Civilization from 1861 to present
- ITAL 488 Italian Life and Culture
- PS 336 West European Governments
- SPAN 304 Introduction to Spanish Literature I
- SPAN 305 Introduction to Spanish Literature II
- SPAN 315 Spanish Civilization
- SPAN 451 Introduction to Spanish Linguistics

Latin America

- ANTH 428 Cultures of Latin America
- GEOG 434 Mexico, Central America, and the Caribbean
- GEOG 436 South America
- HIST 281 History of Latin America to 1823
- HIST 282 History of Latin America Since 1823
- HIST 383 History of Brazil
- HIST 384 Portugal in Brazil
- HIST 455 Historical Representation in Latin America
- HIST 460 African Enslavement in the Americas
- IS 240 Topics in Caribbean Studies
- IS 464 Topics in Latin America Studies
- PS 420 Government and Politics in Latin America
- SPAN 316 Latin American Civilization
- SPAN 375 Introduction to Spanish American Literature I
- SPAN 376 Spanish American Literature II

Middle East

- HIST 291 Modern Middle East
- HIST 292 History of Judaism
- HIST 470 Topics in Middle-Eastern History
- HIST 474 History of the Arab-Israeli Conflict
- IS 465 Topics in Middle East Studies
- PS 345 International Terrorism
- PS 434 Government and Politics of the Middle East and North Africa
- PS 439 US Middle East Policy

2b. Global Studies:

Students will take 15 credits in a particular transnational theme, and 6 Credits in one geographical area, or as approved by the advisor. 9 credits must be at the 400-level. Not more than 9 credits may come from the same discipline (designator). Courses listed below are for **advisory** purposes only. Additional courses may be identified with the approval of the advisor.

Communication and Diversity in the Global Context

- ANTH 170 Introduction to Cultural Anthropology
- ANTH 200 Dimensions of Diversity and Inequality
- ANTH 239 Work and Culture
- ANTH 240 The Supernatural
- COMM 216 Introduction to Intercultural Communication

- ENG 367 Global Novel
- ENG 465 Global Cinema
- ENG 486 World Literature and Film
- HUM 490 The Culture and Civilization of Other Lands
- IS 226 Intercultural Sensitivity
- IS 470 Topics in International Studies
- LING 230 The Study of Language
- PSY 420 Cross-Cultural Psychology
- REL 110 World Religions
- SPAN 441 Cross-Cultural Communication (taught in Spanish)

Energy, Resources, and Environment

- ANTH 425 Human Ecology
- COMM 451 Environmental Communication
- GEOG 433 Issues in Environmental Protection
- GEOG 445 Environmental Planning
- GEOG 473 Geography of Natural Resources
- GEOG 475 Geography of Energy Resources & Climate Change
- GEOG 270 Geography of Hazards
- GSCI 131 Environmental Geoscience
- GSCI 450 Environmental Geology
- IS 470 Topics in International Studies
- PHIL 241 Environmental Ethics
- SUST 210 Principles of Sustainability

Population, Mobility, and Development

- ANTH 323 Urban Archaeology
- ANTH 352 Ethnicity and Ethnic Identity
- ANTH 401 City Life and Culture
- ECON 320 Globalization Issues
- ECON 430 International Economics
- ECON 435 Economic Development
- GEOG 220 Human Geography
- GEOG 244 Economic Geography
- GEOG 439 Urban Geography
- IS 470 Topics in International Studies
- MKT 295 Fundamentals of Marketing
- MKT 321 International Marketing
- MKT 495 Field Studies in International Marketing

- SOC 422 Sociology of Immigration
- SOC 428 Globalization and its Discontents

Governance, Security, and Human Rights

- GEOG 333 Political Geography
- HIST 395 Human Right in the Modern World
- IS 470 Topics in International Studies
- PES 345 Philosophy of War and Peace
- PES 202 Peace Psychology
- PHIL 211 Global Justice
- PHIL 344 Topics in Philosophical & Social Justice
- PS 338 International Organization
- PS 339 International Law
- PS 345 International Terrorism
- PS 380 International Conflict and Security
- PS 415 Government & Business in the Information Age
- PS 445 Public Policy Analysis and Evaluation
- PS 450 Ethics, Corruption, and Virtue in Public Service
- SOC 424 Genocide and the Modern World

Modern Language Requirement

Demonstration of competency in reading, writing, speaking, and understanding of a single modern language (in addition to English) equal to completion of the 226 level, as determined by a CCSU instructor of the language, the Chair of the Department of Modern Languages, or a CCSU faculty member designated by the Director of International Studies. The modern language should be appropriate to the area or theme and selected in consultation with the advisor.

Minor requirement

A minor is required of International Studies majors. Students who do not meet the language requirement must take an appropriate language minor. Students who meet the language requirement without doing a language minor may select a non-language minor in consultation with the faculty advisor. For students with some language proficiency, but who do not satisfy the language requirement, additional language courses may be taken to satisfy the requirement without doing the language minor, if the student so chooses. The faculty advisor can guide the student in how best to satisfy both the minor and modern language requirements.

80	Program Revision	Minor(s) in International and Area Studies	[CLASS] [SEST] [BUS]	2015-11-07
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Links to current undergraduate minors:

- African Studies: <http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/African-Studies-Minor-18-credits>
- East Asian Studies: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate->

[Catalog/Undergraduate-Minors/East-Asian-Studies-Minor](#)

- European Union/West European Studies:
<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/European-Union-West-European-Studies-Minor-18-credits>
- Latin American Studies: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Latin-American-Studies-Minor-18-credits>
- Middle Eastern Studies: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Middle-Eastern-Studies-Minor-18-credits>
- Slavic/East European Studies: <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Slavic-East-European-Studies-Minor-18-credits>

Change description to:

African Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

- ANTH 416 Archaeology of Africa
- ANTH 424 Peoples and Cultures of Africa
- FR 305 Introduction to Francophone Literature
- FR 315 Aspects of Francophone Cultures
- GEOG 446 Sub-Saharan Africa
- HIST 271 Introduction to African history and Culture
- HIST 376 History of Africa since 1800
- HIST 432 History of South Africa
- HIST 476 African History through Film
- IS 461 Topics in Africa Studies
- PHIL 260 African Philosophy
- PS 421 Government and Politics of Africa
- PS 434 Government and Politics of the Middle East and North Africa

East Asian Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

- ANTH 475 Vietnam: A Country Not a War
- ART 412 Oriental Art
- CHIN 304 Topics in Chinese Literature

- CHIN 315 Topics in Chinese Culture
- GEOG 435 Japan and Korea
- GEOG 437 China
- HIST 252 East Asia Since 1800
- HIST 353 History of Modern China
- HIST 354 History of Modern Japan
- HIST 422 Topics in Japanese History
- IS 462 Topics in East Asia Studies
- PHIL 250 Introduction to Asian Philosophy
- PHIL 275 Chinese Philosophy
- PHIL 376 Buddhist Philosophy
- PS 425 Asian Politics

European Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

- ENG 365 The Modern European Novel
- FR 304 Introduction to French Literature
- FR 305 Introduction to Francophone Literature
- FR 315 Aspects of Francophone Cultures
- FR 316 Contemporary France
- GEOG 452 European Union
- GEOG 448 Russia and Neighboring Regions
- GER 304 Introduction to German Literature I
- GER 305 Introduction to German Literature II
- GER 316 German Civilization from 1800 to Present
- HIST 234 Modern Europe
- HIST 342 English History since 1715
- HIST 343 Modern Ireland: 1690-present
- HIST 344 Modern Germany
- HIST 348 History of Russia II
- HIST 356 History of East Central Europe since 1919
- HIST 380 Modern Poland
- HIST 444 Mass Politics and Total War in Europe
- HIST 446 Ideas and Culture in Modern Europe, 1870-Present
- HIST 447 History of the Soviet Union
- HIST 448 Stalin and Stalinism

- HIST 481 The Jews of Poland
- HIST 415 The Cold War in the United States and Europe
- HIST 421 Britain at the Turn of the 20th Century
- HIST 452 World War II in Europe
- IS 463 Topics in European Studies
- ITAL 304 Introduction to Italian Literature I
- ITAL 305 Introduction to Italian Literature II
- ITAL 316 Italian Civilization from 1861 to present
- ITAL 488 Italian Life and Culture
- PS 336 West European Governments
- SPAN 304 Introduction to Spanish Literature I
- SPAN 305 Introduction to Spanish Literature II
- SPAN 315 Spanish Civilization
- SPAN 451 Introduction to Spanish Linguistics

Latin American Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

- ANTH 428 Cultures of Latin America
- GEOG 434 Mexico, Central America, and the Caribbean
- GEOG 436 South America
- HIST 281 History of Latin America to 1823
- HIST 282 History of Latin America Since 1823
- HIST 383 History of Brazil
- HIST 384 Portugal in Brazil
- HIST 455 Historical Representation in Latin America
- HIST 460 African Enslavement in the Americas
- IS 240 Topics in Caribbean Studies
- IS 464 Topics in Latin America Studies
- PS 420 Government and Politics in Latin America
- SPAN 316 Latin American Civilization
- SPAN 375 Introduction to Spanish American Literature I
- SPAN 376 Spanish American Literature II

Middle Eastern Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

- HIST 291 Modern Middle East
- HIST 292 History of Judaism
- HIST 470 Topics in Middle-Eastern History
- HIST 474 History of the Arab-Israeli Conflict
- IS 465 Topics in Middle East Studies
- PS 345 International Terrorism
- PS 434 Government and Politics of the Middle East and North Africa
- PS 439 US Middle East Policy

Global Studies (18 credits)

IS 225 The world as a total system 3

15 credits from the courses in one of the thematic categories below. 6 credits must be at the 400-level. Not more than 9 credits from the same discipline (designator).

Communication and Diversity in the Global Context

- ANTH 170 Introduction to Cultural Anthropology
- ANTH 200 Dimensions of Diversity and Inequality
- ANTH 239 Work and Culture
- ANTH 240 The Supernatural
- COMM 216 Introduction to Intercultural Communication
- ENG 367 Global Novel
- ENG 465 Global Cinema
- ENG 486 World Literature and Film
- HUM 490 The Culture and Civilization of Other Lands
- IS 226 Intercultural Sensitivity
- IS 470 Topics in International Studies
- LING 230 The Study of Language
- PSY 420 Cross-Cultural Psychology
- REL 110 World Religions
- SPAN 441 Cross-Cultural Communication (taught in Spanish)

Energy, Resources, and Environment

- ANTH 425 Human Ecology
- COMM 451 Environmental Communication
- GEOG 433 Issues in Environmental Protection
- GEOG 445 Environmental Planning

- GEOG 473 Geography of Natural Resources
- GEOG 475 Geography of Energy Resources & Climate Change
- GEOG 270 Geography of Hazards
- GSCI 131 Environmental Geoscience
- GSCI 450 Environmental Geology
- IS 470 Topics in International Studies
- PHIL 241 Environmental Ethics
- SUST 210 Principles of Sustainability

Population, Mobility, and Development

- ANTH 323 Urban Archaeology
- ANTH 352 Ethnicity and Ethnic Identity
- ANTH 401 City Life and Culture
- ECON 320 Globalization Issues
- ECON 430 International Economics
- ECON 435 Economic Development
- GEOG 220 Human Geography
- GEOG 244 Economic Geography
- GEOG 439 Urban Geography
- IS 470 Topics in International Studies
- MKT 295 Fundamentals of Marketing
- MKT 321 International Marketing
- MKT 495 Field Studies in International Marketing
- SOC 422 Sociology of Immigration
- SOC 428 Globalization and its Discontents

Governance, Security, and Human Rights

- GEOG 333 Political Geography
- HIST 395 Human Right in the Modern World
- IS 470 Topics in International Studies
- PES 345 Philosophy of War and Peace
- PES 202 Peace Psychology
- PHIL 211 Global Justice
- PHIL 344 Topics in Philosophical & Social Justice
- PS 338 International Organization
- PS 339 International Law
- PS 345 International Terrorism
- PS 380 International Conflict and Security
- PS 415 Government & Business in the Information Age
- PS 445 Public Policy Analysis and Evaluation

- PS 450 Ethics, Corruption, and Virtue in Public Service

SOC 424 Genocide and the Modern World

81	Program Revision	M.S. in International Studies	[CLASS] [BUS] [GS]	2015-04-06
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Master-of-Science-in-International-Studies-M-S>

Change description to:

Master of Science in International Studies (30 credits)

Program Rationale:

The Master of Science in the International Studies program educates students in several key areas of the world: Middle East, Africa, Asia, Europe, Latin America, and Global Studies (focused on a global theme). Students are grounded in theories of internationalization, history of diverse countries and regions, cross-cultural issues, and features of various international cultures and are provided 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 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
- 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 20th Century Italian Literature (taught in Italian)
- SPAN 571
- SPAN 572

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.

Manufacturing and Construction Management						
82	Course revision	MFG (MM)	216	Manufacturing Processes	[SEST]	2015-04-02 16:55

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MFG-Manufacturing-Technology/200/MFG-216>

Correct course number to: MM 216

Change prerequisites to: ROBO 110 or TM 120 or ENGR 150

83	Course revision	TM	464	Six Sigma Quality	[SEST]	2015-04-02 16:55
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/TM-Technology-Management/400/TM-464>

Change prerequisites to: TM 190 or matriculated MSTM student or permission of department chair.

[The course proposal form lists the course currently as ETM 464 and then the proposed designator and number as TM 464, but it is impossible that ETM 464 is being renumbered to TM 464, because TM 464 already exists. I believe the revision of prerequisites is intended to apply to TM 464, and that no renumbering of the course is intended, but in case I err, I post here the link to ETM 464.]

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ETM-Engineering-Technology-Mechanical-Manufacturing/400/ETM-464>

[SEST] Postponed to next curriculum cycle because Engineering has not yet signed off on the proposal.

84a	Program Revision	B.S. in Manufacturing Management	[SEST]	2015-04-02
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http://web.ccsu.edu/set/academics/files/MFG_MGT_2014.pdf [this is a new program, effective in Fall 2014; it is not listed in the 2014-15 catalog]

Change description:

To Core Requirements (45 credits), add TM 426 Applied Metrology 3, and change credit total for Core Requirements from 45 to 48.

To Directed Technology Electives (12 credits), Precision Manufacturing Option, add ROBO 420 Manufacturing Automation 3.

84b	Program Revision	B.S. in Robotics and Mechatronics Engineering Technology	[SEST]	2015-04-02
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Robotics-and-Mechatronics-Engineering-Technology-B-S-81-credits>

Change description: Under Additional Requirements (39 credits), replace CET 243 Analog I with CET 270 Electronic Circuits and Devices for Robotics, and delete CET 453 Microprocessors, to reduce credits for Additional Requirements to 36. Under Major Requirements (42 credits), add ROBO 280 Embedded Systems Design, and change number of credits for Major Requirements to 45.

Music						
85	Course Addition	MUS	266	String Methods	[CLASS]	2015-03-03 14:57:57

Course number: MUS 266

Course title: String Methods

Prerequisites: Music Majors only

Course description: Methods and materials for class instruction in violin and viola as well as cello and double bass.

Credits: 1

Cycling: Spring

Philosophy						
86	Course Addition	PHIL	243	Philosophy of Bioethics	[CLASS] [GE]	2015-03-16 12:30:33

Course number: PHIL 243

Course title: Philosophy of Bioethics

Prerequisites: [none]

Course description: Overview of prominent ethical theories utilized in bioethics. Research articles and case studies will be used to examine various bioethical topics, including (but not limited to): nanoethics, neuroethics, environmental ethics, medical ethics, and research ethics.

Credits: 3

Cycling: [none; will be offered every semester]

General Education: Study Area I

87	Course Addition	PHIL	350	Philosophy East & West	[CLASS] [GE] [IEC]	2015-02-18 14:07:47
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Course number: PHIL 350

Course title: Philosophy East & West

Prerequisites: [none]

Course description: Engagement with a philosophical concept, question, or theme through the lenses of Eastern and Western philosophical traditions. Equal attention to Eastern and Western perspectives demonstrates areas of convergence and divergence in methods of philosophical inquiry, argument, and theory.

Credits: 3

Cycling: [none; will be offered every semester]

General Education: [I]

88	Course revision	REL	256	Philosophy, Religion, and Spirituality	[CLASS] [GE] [IEC]	2015-04-01 14:01
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<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/REL-Religious-Studies/200/REL-256>

Change title to: Philosophy, Religion, and Culture

Correct description to: Philosophic examination of religious concepts, themes, and arguments about what is most deep and rich in human experience, as this is revealed by literature, film and other forms of expressive culture.

General Education: Reaffirmed Study Area I, [I]

Psychological Science						
89	Course revision	PSY	365	Psychology of the Exceptional Child	[CLASS]	2015-03-30

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/300/PSY-365>

Change description to: Survey of the psychological / educational needs of children with intellectual, physical, emotional, and behavioral exceptionalities.

90	Course revision	PSY	501	Seminar in Thesis and Research Development	[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-501

Change title to: Thesis and Capstone Preparation

Change description to: Processes and procedures related to developing and completing a research-based thesis / capstone project.

91	Course revision	PSY	551	Prevention and Community-Based Research	[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-551>

Change prerequisites to: PSY 550 or permission of instructor.

Change cycling to: Spring (O)

92	Course revision	PSY	553	Program Development and Evaluation	[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-553>

Change title to: Evaluation Research

Change prerequisites to: Admission to **any** graduate program or permission of instructor

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)

Approved with amendment to prerequisites noted above.

93	Course revision	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.

Insert the following into the **Program Description** for M.A. in Psychology, under Course and Capstone Requirements, M.A. Program, Common Core, between PSY 599 Thesis and PSY 599: defense required.

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.

Physical Education and Human Performance				
94	Program Addition	Dance Education Program: B.S. in Education, Dance Education K-12	[SEPS] [CLASS] [SEST]	2015-01-20

The following application and program description is filled out on a Board of Regents Application for Accreditation of a Licensed Program form (Form 1b). The rationale follows (Form 1d, Executive Summary for the BOR).

Approved as amended. Amendments are marked by **yellow highlighting**.

Department intends to add to applications for the professional program **Praxis Core 1** and then include **three required areas/courses** which would be prerequisites for admission:

Methods area: (e.g.) DAN 272 Creative Dance in Education

Anatomy and Physiology: (e.g.) EXS 207 Anatomy & Physiology in Exercise Science I

Required Skills: DAN 151 Beginning Modern Dance and DAN 152 Beginning Ballet

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to BOR Office	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Dance Education Program Degree: Title of Award (e.g. <i>Master of Arts</i>) Bachelor of Science in Education Certificate: (<i>specify type and level</i>) Dance Education K-12 Anticipated Program Initiation Date: Fall 2015 Anticipated Date of First Graduation: May 2019 Modality of Program: <input checked="" type="checkbox"/> On ground Online Combined If "Combined", % of fully online courses?	Program Credit Distribution # Cr in Program Core Courses: 67 # Cr of Electives in the Field: 35 # Cr of Free Electives: 16 # Cr Special Requirements (<i>include internship, etc.</i>): 12 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 130 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 130	
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure OR Licensure and Accreditation Suggested CIP Code No. (<i>optional</i>) Title of CIP Code CIP Year: 2000 or 2010		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination		

Institution's Unit (e.g. *School of Business*) and Location (e.g. *main campus*) Offering the Program: **School of Education and Professional Studies, Central Connecticut State University**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **State review /accreditation in alignment with NDA standards, NDEO standards, and CT state dance standards.**
- If program prepares graduates eligibility to state/professional license, please identify: **Connecticut Dance Teacher Certification**

(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: Dr. Kimberly Kostelis; Professor Catherine Fellows

Title: Department Chair; Dance Program Director

Tel.: 860-832-2155 e-mail: kostelisk@ccsu.edu; fellowsc@ccsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):

Approved 2010 CIP Code No.¹ Title of CIP Code

Log of BOR Steps Towards Program Approval:

Nature and Resolution number for BOR Approval: Date of Approval:

Conditions for Approval (if any)

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The university mission states that Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. As an integral part of Central Connecticut State University's history and traditions, the faculty in the Dance Education program embraces the university and school's mission and commitment to encourage the development and application of knowledge and ideas through education, research and community outreach programs. Guided by the purpose of preparing-teachers for service in diverse communities, it is our mission to provide coursework and experiences which enable students to become qualified, dedicated dance educators for public and private elementary, secondary and institutions of higher learning, as well as community and civic minded professionals.

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (Succinctly present as much factual evidence and evaluation of stated needs as possible)

The National Dance Education Organization (NDEO) reviewed research on dance education in K-12 settings. According to the most recent research review by NDEO, in a Fast Response Survey System (FRSS, July, 2013) it was reported that 43% of elementary students have access to dance education and of that 43% who receive dance, 36% receive dance training from teachers in physical education and only 7% receive their training from dance specialists. In a previous FRSS survey (FRSS, 2009), reported data indicated 44% of schools taught dance as part of the PE program, 36% incorporated it into the music program and others incorporated it into some other aspect of the curriculum. In conclusion, dance education taught by dance specialists has increased, but needs to continue to increase to truly see the benefits of incorporating dance education into K-12 schools.

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that point, the state department of education, appointed Central Connecticut State University to serve as host to this dance teacher certification. Currently, CCSU services all those students who are interested in dance cross-endorsement, DSAP candidates, and those interested in the Formal Pathway to CT Dance Teacher Certification. These are currently the only ways to receive a dance education certification. With the development of the Dance Education major, students would be able to apply as an undergraduate student for their initial certification programs seeking their teaching certification (K-12) in Dance Education.

Due to the fact that CCSU is the host of the Dance Teacher Certification in the state, it would seem natural to offer a Dance Education major for undergraduate students. Currently, students have to be certified in another content area and pursue a dance cross-endorsement. Often times, this means completing an additional 30 credits on top of the already required 130 credits for their content area certification.

Having more graduates leave with a dance teacher certification would allow more opportunities for K-12 children to be exposed to dance education by those trained and certified in dance education. To truly see the benefits of incorporating dance education into K-12 schools, certified dance education teachers should be delivering and leading the way to using dance to positively impact student achievement, teacher satisfaction, and overall school culture (NDEO, 2013). A summary of research results from NDEO (2013) is provided in the attached brochure; the complete report can be downloaded from www.ndeo.org/evidence.

According to the State of Connecticut department of education as of December 2013, statistics include: 48 people have received a unique endorsement in dance through various pathways. The total can further be

broken down into; 8 holding the initial educator certification, 9 holding the provisional educator certification, 8 holding the professional educator, 1 holding the durational shortage arts permit: renewal, 22 holding part time adjunct arts instructor permit, and there are 12 pending 110 dance certification applications. Keeping in mind the fact that the dance teacher certification in Connecticut was established in July 2008, the number of certified teachers warrants further program development.

These numbers will only increase now that there is an opportunity for students to graduate each year with a dance teacher certification. This justifies the continuing development of dance education in the state of Connecticut, more specifically at Central Connecticut State University; we are the only state institution that hosts the certification. Furthermore, there is a need to expand and include the Dance Education major at CCSU to provide more opportunities for students interested in pursuing dance teacher certification.

Dance education within K-12 Schools is currently occurring in Connecticut and there are numerous research studies (www.ndeo.org/evidence) that support dance education in schools. In Massachusetts it was reported that "integrating dance and chemistry helped students answer questions on the state achievement exam. They closed their eyes and visualized their dance to retrieve information about chemical reactions" (p. 18). Within Connecticut numerous high schools are integrating dance and some schools have students identify a major, such as dance. Below is a sample of Connecticut High School dance majors or dance courses offered. Many of these schools would be feeder schools for dance majors at CCSU. Here is the sample of Connecticut High Schools:

- Greater Hartford Academy of the Arts currently has 107 dance majors.
- Educational Center for Performing Arts currently has 56 dance majors.
- Cooperative Arts and Humanities High School currently has 130 dance majors; numerous dance classes are offered (taught by a CCSU Alumni from the Formal Pathway to Dance and current CCSU adjunct faculty).
- Kinsella Magnet School of Performing Arts currently has 35 dance majors in the 7th and 8th grades, as well as 26 dance majors in the 9th and 10th grades; additionally, all students (N = 600) take at least one dance class; numerous dance classes are offered (taught by two CCSU Alumni – one Alumni from the Formal Pathway to Dance and second Alumni in Physical Education with a cross-endorsement in dance).
- Arts at the Capitol Theatre Performing Arts Magnet High School currently has 26 dance majors, of which 8 are seniors (2 seniors have already committed to attending CCSU); 9 incoming freshmen have identified their major as dance.
- Norwich Free Academy offers dance classes (taught by a CCSU Alumni in elementary education with a cross-endorsement in dance); 238 students signed up for dance classes; however, only 150-180 students can be served due to only one dance teacher who offers 6 classes a semester that meets 4 times a week.
- Numerous private schools in Connecticut offer dance courses, for example Ms. Porters offers 4 courses, as well as an after school dance program and "Dance Workshop", which carries the same credit as participating in an athletic varsity team sport.

We currently have the curriculum that supports hosting dance certification for the state of Connecticut. It is our responsibility, as the host in the state of Connecticut, to lay the proper foundation to allow for the apparent growth and development of Dance Education as illustrated in the past five years with the steady growth, since Dance Education has been in place. The time has come that warrants having a proper Dance Education major in place at Central Connecticut State University.

The CCSU Department of Physical Education and Human Performance dance courses, are based on dance education supporting Connecticut's formal pathway to dance teacher certification and the cross endorsement. Our department is considered the "host" university for Dance Education in the state of Connecticut. Our mission is to provide experiences which will enable students to become highly qualified future dance educators.

In alignment with the national dance standards, the program is committed to teaching dance education as our primary focus. It embraces personal development, diversity, wellness, technical dance training, choreography, knowledge and skills. CCSU is also the host to both national and international companies for the benefit of Connecticut.

The proposed dance education major program currently does not exist as such; however, the required courses do exist for the Formal Pathway to Dance Teacher Certification, Dance Cross Endorsement and dance minor. The department is requesting that in addition to the dance cross endorsement and dance minor we will offer a separate undergraduate degree (BSED) in Dance Education, designed specifically to target prospective students who have an interest in pursuing a career in the area of dance education not within physical education. The program curriculum has been carefully developed to educate and train students in a variety of areas of dance education and, as a result, to obtain employment in for public and private elementary, secondary and institutions of higher learning. Students will also be well prepared to pursue advanced degrees in arts administration and business, as well as employment in the commercial dance field including but not limited to: private studios, convention coordinators and choreographers.

How does the program make use of the strengths of the institution (e.g. curriculum, faculty, resources) and of its distinctive character and/or location?

The Dance Program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

The dance program focuses on community outreach by going into school systems, retirement facilities, the New Britain Museum, etc. and participating in local and regional collegiate dance festivals. The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Annual Connecticut High School Dance Festival held at CCSU in October of 2012 and March 2014. This annual festival was the first of its kind to be held in New England. The goal of the high school dance festival is that it is a statewide festival in which participants will enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The high school dance festival not only provides each individual high school student the opportunity to experience professional dance classes, but to also find comfort in a college community where in many instances, a college career may not be anticipated. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. The non-traditional student may feel more comfortable in the artistic community, there for having students who would not normally attend college, attend. Attendance and interested has steadily increased from over 200 attendees at the first annual high school dance festival to over 300 attendees at the second annual festival. This ongoing event is already scheduled for October 15, 2015, and CCSU has recently partnered with the most prestigious National Dance Education Organization (NDEO).

Please describe any transfer agreements with other institutions under the BOR that will become instituted as a

result of the approval of this program (Please highlight details in the Quality Assessment portion of this application, as appropriate)

We accept all applicable general education coursework that is required in the new dance education major. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Transfer credits will only be accepted with a passing grade of a B or higher. Currently, there is an articulation agreement with Naugatuck Valley Community College.

Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school, which is more affordable than private institutions in the area. In addition to The University of Connecticut, there isn't a dance education major program in the CSU system (Eastern, Western, Southern). Additionally, our curriculum is in alignment with the National and Connecticut dance content standards. This allows our students to get a core understanding of each topic. Students will be required to engage in a variety of field experiences prior to their student teaching and will enroll in a full semester of student teaching, which includes an 8 week placement at the elementary level and an additional 8 week placement at the secondary level. During the student's 4-years at CCSU, students will need to complete field experience hours in school setting, as well as professional company setting and event coordinating. Participating in lecture demonstrations and observation in public school at all levels.

CCSU has an Increasing number in DSAP/Cross Endorsement candidates and graduates (Justifying the need to pursue the Major for Dance Education). Currently, at CCSU the only means of receiving a dance teacher certification, as a traditional student, is in the form of a cross-endorsement. As previously noted, students have to be certified in another content area to pursue a dance cross-endorsement. Often times, this means completing an additional 30 credits on top of the already required 130 credits for their content area certification. This would offer a solid dance major program, which a student can focus on becoming a dance educator without burden of another teacher certification.

Although the curriculum for the new dance education program would include some classes that a Physical Education teaching major would take, the new program would include far more dance content specific courses within their initial degree program.

Please provide a description/analysis of employment prospects for graduates of this proposed program

Although, the proposed dance education program does not currently exist we have a number of successful graduates of the formal pathway and cross endorsement in dance education. On July 1, 2008, when the formal pathway to dance teacher certification was approved for the state of Connecticut. Our students have been employed as.

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- Graduates have been hired at the university level as adjunct professors.
- Additionally, students have been admitted to masters programs.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSExcel Pro-Forma Budget)

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Although the proposed major currently does not exist, the required curriculum and facilities are in place. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. Currently approximately 50% of the dance courses are taught by part-time faculty. However, that percentage is significantly reduced when examining the overall dance education major. Within the major, students would take also science and additional pedagogy based courses, which are taught by full-time faculty. Overall in the proposed dance education major, approximately 85% of the major would be taught by full-time faculty.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)

Students will use the Connecticut Dance standards as the basis of the curriculum:

Learning Outcome # 1: Elements and Skills	Students will identify and perform movement elements and dance skills.
Learning Outcome # 2: Choreography	Students will understand choreographic principles, processes and structures.
Learning Outcome # 3: Meaning	Students will understand how dance creates and communicates meaning.
Learning Outcome # 4: Thinking Skills	Students will apply analytical and evaluative thinking skills in dance.
Learning Outcome # 5: History and Culture	Students will demonstrate an understanding of dance in various cultures and historical periods.
Learning Outcome # 6: Healthy Living	Students will make connections between dance and healthful living.
Learning Outcome # 7: Connections	Students will make connections between dance, other disciplines and daily life.

*The above learning outcomes are based on the Connecticut dance standards.

Students will be directly assessed in each of the learning outcomes above utilizing a variety of assessment tools to determine the knowledge, skills, and abilities relating to the learning outcome. Assessment tools include, but are not limited to:

- Lesson Planning: focus on planning and instructing developmentally appropriate lessons as well as well as having the ability to assess student learning. Students will also be able to create subsequent lessons that can be modified and adapted during instruction.
- Practical examinations in courses that have a practicum component to assess ability to perform and peer teach. During field experience will have written evaluation as well as a practical examination to assess skills.
- Performance/Choreography – Students will be required to perform on a semester basis as well as annually present/perform a solo as well as group choreography. Followed by self and peer assessment.
- Exit Portfolio – During student teaching, mirrors TEAM program. This will assess their ability to work in public school setting and carry out day to day responsibilities that relate to the specific dance objectives noted above.
- Student Teaching Evaluation – This includes: Class/Dance Laboratory environment, planning,

instruction, assessing for learning, communication, professionalism, student diversity, self-evaluation and reflection as it relates to Dance Education

Program Administration (*Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring*)

Catherine Fellows, Program Director of Dance, 12 LH of all dance education courses

Dr. Kimberly Kostelis, Department Chair for Physical Education and Human Performance

Carol Ciotto – Program Director of Physical Education, 12 LH of physical education courses, including those required for the Dance major

Faculty (*Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications*)

Catherine Fellows, 12 LH of dance education courses

Julia Frederick-Daddi – 4 LH of dance technique courses

Stephen Hankey – 2 LH of dance technique courses

Susan Matheke – 6 LH of dance education courses

Jennifer Newman – 4 LH of dance education courses

Carol Ciotto – 12 LH of physical education courses, including those required for the Dance major

Dr. Jan Bishop – 12 LH physical education courses, including those required for the Dance major

Amy Gagnon – 12 LH physical education courses, including those required for the Dance major

Dr. Matthew Martin – 12 LH physical education courses, including those required for the Dance major

Dr. Ryan Zimmerman – 12 LH physical education courses, including those required for the Dance major

Dr. David Harackiewicz – 12 LH with 3 LH in required Dance major

Dr. Chee-Hoi Leong – 12 LH with 6 LH in required Dance major

Dr. Matthew Orange – 12 LH with 6 LH in required Dance major

Dr. Kurt Love – 12 LH of Education courses with 3 LH in required Dance major

Dr. Daniel Mulcahy – 12 LH of Education courses with 3 LH in required Dance major

Dr. Pauline Wingari Gichiru – 12 LH of Education courses with 3 LH in required Dance major

Dr. Jacob Werblow – 12 LH of Education courses with 3 LH in required Dance major

*See attached for additional qualifications

How many new full-time faculty members, if any, will need to be hired for this program?

Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need increases to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. We will use the faculty that currently exists for the initial year of the new program implementation (2015-2016); when numbers increase with the new program, a full time faculty member would need to be hired for the 2016-2017 academic year.

What percentage of the credits in the program will they teach? The full-time faculty would teach the required 12 credits per semester, which would include all Dance program courses. The current faculty member

would also be teaching Dance program courses; only approximately 1-2 dance program courses would be taught by specialized dance professionals in the field. Having the content and field expertise by specialized dance professionals is necessary and important for delivering quality dance education.

What percent of credits in the program will be taught by adjunct faculty?

Looking at the overall program as a whole, approximately 15% of the program would be taught by adjunct faculty at this time; however, once an additional full-time faculty is added this percentage would be significantly reduced.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program?

Adjunct faculty will have a minimum requirement of a master's degree, as well as have a current CT certification in dance education or significant experience in performing arts. A current adjunct faculty member is a current public school teacher in dance education at the Cooperative Arts and Humanities High School, which is just one example of a feeder school into the CCSU Dance Education.

Curriculum

(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements – General Education		
EXS 207 Anatomy & Physiology in Exercise Science I		BIO 111	3	HIST 161 or 162		3
EXS 208 Anatomy & Physiology in Exercise Science II		EXS 207 & CHEM 161	3			
EXS 216 Kinesiology		EXS 214 & PHYS 111	3	ENG 110, or ENG 105 and 105P		3-5
EXS 410 Exercise Physiology		EXS 208	3	COMM 115 or 140		3
PE 299 Psycho-Social Aspects of PE		DAN 272	3	MUS 109		3
PE 300 Teaching Strategies		PE 299	3	ANTH 170		3
PE 305 Evaluation of PE		STAT 104/200/215	3	DAN 299 Dance History		3
PE 406 Adapted PE		PE 300	3	PE 144		2
PE 416 Organization & Administration		PE 406	3			
PE 420 Lifespan Motor Development		PE 300 & PSY 236	3	EDTE 314 Applied Educational Theory		3
PE 422 Motor Learning		PE 420	3	EDT315 Technology in Sec. Classroom		1
				EDF 415 Educational Foundations		3
DAN 477 Dance Methods			3	EDSC 417 Elementary Student Teaching		6
DAN 152 Beginner Ballet (repeat)			2	EDSC 419 Secondary Student Teaching		6
DAN 252 Intermediate Ballet (repeat)			2			
DAN 157 Beginner Jazz (repeat)			2			
DAN 257 Intermediate Jazz (repeat)			2			
DAN 151 Beginning Modern Dance (repeat)			4			
DAN 234 Ballroom Dance			2			
DAN 235 Movement For Performers			2			
DAN 236 Principles of Choreography		DAN 235	2			
DAN 272 Creative Dance in Education			2			
DAN 377 Modern Dance Technique		DAN 272	1			
DAN 378 Contemporary Technique		DAN 272	2			
DAN 480 Senior Project			3			
Total credits in the Major			67			
Core Course Prerequisites – General Education				Elective Courses in the Field		
BIO 111 or 121 or BMS 111			3			
CHEM 161			3			
STAT 104 or 200 or 215			3			
PHYS 111			3			
PSY 236			3			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program) – See Below						
Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any						

requirements and arrangements for clinical affiliations, internships, and practical or work experience.

The Dance Education major requires a total of 130 credits for the degree. General Education requirements range from 44-45 credits and include a range of disciplines 9 credits of which apply to the Arts and Humanities, 9 credits to the Social Sciences, 6 credits to the Behavioral Sciences, 6 credits to the Natural Sciences, 6 credits to Communication area, 6 credits Mathematics area, and 2 credits of which apply to the University Requirement institution's GenEd program. There are 33 credits of Related Requirements, including PHYS 111. To summarize: 44 credits of General Education with 35 credits of Related Requirements, 67 credits in the major, and 16 credits of electives as well as 12 credits in student teaching for a total of 130 credits.

Students are required to apply and audition to the professional program to ensure that they are qualified for more advanced coursework and have the necessary professional disposition skills to excel in the practicum and internship. Students must meet the following requirements to be admitted to the professional program in the School of Education and Professional Studies:

- Completed 45 hours total, of which 15 hours are at CCSU;
- Cumulative grade point average (GPA) of a 2.70;
- Department grade point average (GPA) of a 3.0.
- Completed application, signed and dated, with name written on all documents;
- Two Letters of Recommendation (signed originals) from persons able to testify candidate's suitability as a professional in the dance education field;
- Pass an essay demonstrating a command of the English language, describing in written narrative the reasons for wanting to enroll in the Professional Program, emphasizing experiences which are relevant to dance education;
- Pass an interview with the Department Screening Committee, which is conducted AFTER the application is submitted.
- Pass an audition with required criteria, which is performed AFTER the application is submitted.

Full Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Catherine Fellows – Master & 6 yr.	Boston University & CCSU	Education	Dance Program Coordinator
Julia Frederick	New York City Ballet	Dance	
Stephen Hankey – BFA	University of Hartford	Dance	Public School Teacher
Susan Matheke – Masters	NYU Tisch School of the Arts	Dance	
Jennifer Newman – Masters			
Carol Ciotto- Master & 6 yr	Central Connecticut State University	Physical Education Teaching	Physical Education Program Coordinator
Dr. Jan Bishop – Ed.D..	Arizona State University	Physical Education Teaching	PEHP Graduate Program Coordinator
Amy Gagnon - Masters	Southern Connecticut State University	Physical Education Teaching	
Dr. Matthew Martin – Ph.D.	University of Nevada-Las Vegas	Physical Education Teaching	
Dr. Ryan Zimmerman – Ph.D.	Springfield College	Physical Education Teaching	
Dr. David Harackiewicz – DPE.	Springfield College	Exercise Physiology	Exercise Science Program Coordinator
Dr. Chee-Hoi Leong – Ph.D.	University of Utah,	Exercise Physiology/ Biomechanics	
Dr. Matthew Orange – Ph.D.	University of Medicine and Dentistry of New Jersey and Graduate School- New Brunswick, Rutgers University	Anatomy and Physiology	Anatomy and Physiology course coordinator
Dr. Kurt Love – Ph.D.	University of Connecticut	Education	
Dr. Daniel Mulcahy – Ph.D.	University of Illinois	Education	
Dr. Pauline Wingari Gichiru – Ph.D.	University of Wisconsin-Madison	Education	
Dr. Jacob Werblow– Ph.D.	University of Oregon	Education	

ITEM

New Program for Dance Education at Central Connecticut State University

BACKGROUND

Summary

Central Connecticut State University has applied for license of a program in Dance Education leading to a Bachelors of Science in Education (BSED) degree. The University currently offers a Dance Minor for all interested majors, as well as a Cross-Endorsement in Dance Education for those who are already pursuing a BSED degree in another content area. There are no initial undergraduate programs that meet the needs of an individual seeking a major and teaching certification in Dance Education in the state of Connecticut. The program will prepare graduates to become qualified, dedicated dance educators for public and private elementary, secondary and institutions of higher learning, as well as community and civic minded professionals. Graduates of the program will acquire hands-on experiences in the area of teaching dance education, as well as embracing personal development, diversity, wellness, technical dance training, and choreography. Graduates will also acquire experiences developing, preparing, and performing in university, state, and national level performances. These experiences are invaluable for aspiring dance educators to pass on their

knowledge and experience. The program will prepare students for teaching dance education, K-12.

Need for the Program

The National Dance Education Organization (NDEO) reviewed research on dance education in K-12 settings. According to the most recent research review by NDEO, in a Fast Response Survey System (FRSS, July, 2013) data from the U.S. Department of Education reported that 43% of elementary students have access to dance education and of that 43% who receive dance, 36% receive dance training from teachers in physical education and only 7% receive their training from dance specialists. It is imperative to have qualified dance teachers delivering quality instruction to ensure positive benefits of dance within schools. According to the SAT College Entrance Examination Board, data from their Student Descriptive Questionnaire, students who study dance scored an average of 36 points higher on verbal and 15 points higher on math SATs.

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that time, the Connecticut State Department of Education, appointed Central Connecticut State University to serve as the only host to the dance teacher certification. Currently, CCSU services all those students who are interested in dance cross-endorsement, DSAP candidates, and those interested in the Formal Pathway to CT Dance Teacher Certification. These are currently the only ways to receive a dance education certification. With the development of the Dance Education major, students would be able to apply as an undergraduate student for their initial certification programs seeking their teaching certification (K-12) in Dance Education.

Due to the fact that CCSU is the only host of the Dance Teacher Certification in the state, it is imperative to offer a Dance Education major for undergraduate students. The only way for students who do not already hold an undergraduate degree to obtain a Dance Teacher Certification is to be certified in another content area and pursue a dance cross-endorsement. Often times, this means completing an additional 30 credits on top of the already required 130 credits for their content area certification.

According to the Connecticut State Department of Education, as of December 2013, dance educator statistics included: 48 people have received a unique endorsement in dance through various pathways. The total can further be broken down into; 8 holding the initial educator certification, 9 holding the provisional educator certification, 8 holding the professional educator, 1 holding the durational shortage arts permit: renewal, 22 holding part time adjunct arts instructor permit, and there are 12 pending dance certification applications. Keeping in mind the fact that the dance teacher certification in Connecticut was established in only July of 2008, the number of certified teachers warrants further program development.

The above cited statistics will only increase now that there is an opportunity for students to graduate each year with a dance teacher certification. This justifies the continuing development of dance education in the state of Connecticut, more specifically at Central Connecticut State University. CCSU is the only state institution that hosts the dance education certification. Furthermore, there is a need to expand and include the Dance Education major at CCSU to provide more opportunities for students interested in pursuing dance teacher certification. Offering this major will offer CCSU to positively impact enrollment numbers at the undergraduate level.

Dance education within K-12 Schools is currently occurring in Connecticut and there are numerous research studies (www.ndeo.org/evidence) that support dance education in schools.

In Massachusetts it was reported “integrating dance and chemistry helped students answer questions on the state achievement exam. They closed their eyes and visualized their dance to retrieve information about chemical reactions” (p. 18). Within Connecticut numerous high schools are integrating dance and some schools have students identify a major, such as dance. Below is a sample of Connecticut High School dance majors or dance courses offered. Many of these schools would be feeder schools for dance majors at CCSU.

Here is the sample of Connecticut High Schools:

- Greater Hartford Academy of the Arts currently has 107 dance majors.
- Educational Center for Performing Arts High School in New Haven currently has 56 dance majors.
- Cooperative Arts and Humanities High School in New Haven currently has 130 dance majors; numerous dance classes are offered (taught by a CCSU Alumni from the Formal Pathway to Dance and current CCSU adjunct faculty).
- Kinsella Magnet School of Performing Arts in Hartford currently has 35 dance majors in the 7th and 8th grades, as well as 26 dance majors in the 9th and 10th grades; additionally, all students (N = 600) take at least one dance class; numerous dance classes are offered (taught by two CCSU Alumni – one Alumni from the Formal Pathway to Dance and second Alumni in Physical Education with a cross-endorsement in dance).
- Arts at the Capitol Theatre Performing Arts Magnet High School currently has 26 dance majors, of which 8 are seniors (2 seniors have already committed to attending CCSU); 9 incoming freshmen have identified their major as dance.
- Norwich Free Academy offers dance classes (taught by a CCSU Alumni in elementary education with a cross-endorsement in dance); 238 students signed up for dance classes; however, only 150-180 students can be served due to only one dance teacher who offers 6 classes a semester that meets 4 times a week.
- Numerous private schools in Connecticut offer dance courses, for example Ms. Porters offers 4 courses, as well as an after school dance program and “Dance Workshop”, which carries the same credit as participating in an athletic varsity team sport.

Curriculum

We currently have the curriculum that supports hosting dance certification for the state of Connecticut. It is our responsibility at CCSU, as the host in the state of Connecticut, to lay the proper foundation for a Dance major and continue the growth of Dance Education. The time has come that warrants having a proper Dance Education major in place at Central Connecticut State University.

The CCSU Department of Physical Education and Human Performance dance courses, are based on dance education supporting Connecticut’s formal pathway to dance teacher certification and the cross endorsement. Our department is considered the “host” university for Dance Education in the state of Connecticut. Our mission is to provide experiences which will enable students to become highly qualified future dance educators. In alignment with the national dance standards, the program is committed to teaching dance education as our primary focus. It embraces personal development, diversity, wellness, technical dance training, choreography, knowledge and skills. CCSU is also the host to both national and international companies for the benefit of Connecticut.

The proposed dance education major program currently does not exist as such; however, the required courses do exist for the Formal Pathway to Dance Teacher Certification, Dance Cross Endorsement and dance minor. The department is requesting that in addition to the dance cross endorsement and dance minor that we be able to offer a separate undergraduate degree (BSED) in Dance Education, designed specifically to target prospective students who have an interest in pursuing a career in the area of dance education not within physical education. The program curriculum has been carefully developed to educate and train students in a variety of areas of dance education and, as a result, to obtain employment in

public and private elementary, secondary and institutions of higher learning. Students will also be well prepared to pursue advanced degrees in arts administration and business, as well as employment in the commercial dance field including but not limited to; private studios, convention coordinators, choreographers, and community enrichment programs.

Additionally, we accept all applicable general education coursework that is required in the new dance education major from Community Colleges and other State Universities. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Transfer credits will only be accepted with a passing grade of a B or higher. Currently, there is an articulation agreement with Naugatuck Valley Community College.

Students

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school. There is not another dance education major program in the CSU system (Eastern, Western, Southern). Additionally, our curriculum is in alignment with the National and Connecticut dance content standards. This allows our students to get a core understanding of each topic. Students will be required to engage in a variety of field experiences prior to their student teaching and will enroll in a full semester of student teaching, which includes an 8 week placement at the elementary level and an additional 8 week placement at the secondary level. During the student's 4-years at CCSU, students will need to complete field experience hours in school setting, as well as professional company setting and event coordinating. Participating in lecture demonstrations and observation in public school at all levels.

CCSU has an increasing number in DSAP/Cross Endorsement candidates and graduates (Justifying the need to pursue the Major for Dance Education). Currently, at CCSU the only means of receiving a dance teacher certification, as a traditional student, is in the form of a cross-endorsement. As previously noted, students have to be certified in another content area to pursue a dance cross-endorsement. Often times, this means completing an additional 30 credits on top of the already required 130 credits for their content area certification. This would offer a solid Dance Education major, which a student can focus on becoming a dance educator without burden of another teacher certification.

Although, the proposed Dance Education major does not currently exist, we have a number of successful graduates of the formal pathway and cross endorsement in dance education. The formal pathway to dance teacher certification was approved on July 1, 2008 for the state of Connecticut. In that short time our students have been employed as:

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- Graduates have been hired at the university level as adjunct professors.
- Additionally, students have been admitted to masters programs.

Faculty

As an academic department within the School of Education and Professional Studies, the Department of Physical Education and Human Performance is dedicated to the achievement of the missions of the School and the University. The university mission states that Central

Connecticut State University is a community of learners dedicated to teaching and to scholarship. As an integral part of Central Connecticut State University's history and traditions, the faculty in the Dance Education program embraces the university and school's mission and commitment to encourage the development and application of knowledge and ideas through education, research and community outreach programs. Guided by the purpose of preparing teachers for service in diverse communities, it is our mission to provide coursework and experiences which enable students to become qualified, dedicated dance educators for public and private elementary, secondary and institutions of higher learning, as well as community and civic minded professionals.

Although the proposed major currently does not exist, the required curriculum and facilities are in place. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. Currently, approximately 50% of the dance courses are taught by part-time faculty. However, that percentage is significantly reduced when examining the overall dance education major. Within the major, students would take also science and additional pedagogy based courses, which are taught by full-time faculty. Overall, in the proposed dance education major, approximately 85% of the major would be taught by full-time faculty.

Thus, looking at the overall program as a whole, only approximately 15% of the program would be taught by adjunct faculty at this time. Having the content and field expertise by specialized dance professionals is necessary and important for delivering quality dance education. Adjunct faculty will have a minimum requirement of a master's degree, as well as have a current CT certification in dance education or significant experience in performing arts. A current adjunct faculty member is a current public school teacher in dance education at the Cooperative Arts and Humanities High School, which is just one example of a feeder school into the CCSU Dance Education. With program growth, an additional full-time faculty would be warranted, which would also significantly reduce the need for part-time faculty.

Learning Resources

The dance program focuses on community outreach to enhance not only the learning of students, but also foster community partnerships. The dance program currently goes into school systems, retirement facilities, and the New Britain Museum to name a few. These partnerships and community outreach will only increase with more students and a dedicated Dance Education major.

The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Annual Connecticut High School Dance Festival held at CCSU in October of 2012 and March 2014. This annual festival was the first of its kind to be held in the Northeastern Region. The goal of the high school dance festival is that it is a statewide festival in which participants will enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The High School Dance Festival not only provides each individual high school student the opportunity to experience professional dance classes, but to also find comfort in a college community where in many instances, a college career may not be anticipated. The dance festival is an opportunity for high school students to fit in and belong

in a non-traditional major, and it creates an outlet for the non-traditional student. The non-traditional student may feel more comfortable in the artistic community; therefore, having students who would not normally attend college, attend. Attendance and interest has steadily increased from over 200 attendees at the first annual high school dance festival to over 300 attendees at the second annual festival. This ongoing event is already scheduled for October 10, 2015, and CCSU has recently partnered with the most prestigious National Dance Education Organization (NDEO).

Facilities

The Dance Program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

Fiscal Note

Although the proposed major currently does not exist, the required curriculum and facilities are in place. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need increases to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. We will use the faculty that currently exists for the initial year of the new program implementation; when numbers increase with the new program, a full time faculty member would need to be hired; the increase in matriculating students in the major will justify the need to hire a new tenure-track position.

Accreditation:

The proposed Dance Education major will align with the National Dance Association content area standards, National Dance Education Organization standards, as well as the Connecticut State Dance Standards.

The proposed major will be housed in the Department of Physical Education and Human Performance in the School of Education and Professional Studies (SEPS) at Central Connecticut State University. Teacher Education programs in SEPS are accredited through the National Council for Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Educator Preparation (CAEP). Thus, the Dance Education major will be reviewed and go through state and national accreditation.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance

- c) Campus President
- d) Academic Council
- e) System Office