

Feb 8, 2016

TO: Faculty Senate
FROM: Mark Jackson, Chair, University Curriculum Committee
SUBJ: Curriculum Committee Report
DATE: 02/08/2016

The following items were approved at the University Curriculum Committee meeting of Feb 3, 2016

1) Minor Changes

1.1	AC 507 - Advanced Accounting
1.2	AC 524 - Accounting for Non-Profit Institutions
1.3	AC 544 - Financial Statement Analysis and Valuation
1.4	AC 520 Managerial Analysis Cost Control
1.5	AC 521 - Accounting for Lean Enterprises
1.6	AC 531 - Accounting Information for Decision Making
1.7	BUS 540 - Business Intelligence and Analytics
1.8	AC 542 - Tax Issues in Business Decisions
1.9	AC 540 - Global Financial Reporting and Analysis
1.10	AC 546 - Advanced Forensic Accounting
1.11	AC 548 - Contemporary Accounting Topics
1.12	FIN 531 - Corporate Finance
1.13	BIO 525 Advanced Physical Health Assessment 3 credits Lectures, demonstrations, group discussions and simulations presenting advanced assessment of all body systems. Includes principles of peri-anesthetic care of patients with emphasis on cardiovascular, pulmonary, neurologic, renal and endocrine function; interpretation of lab data and selected specialty examinations such as pulmonary function studies, chest X-rays, 12-lead EKGs, and cardiology studies. Requires lab time at affiliated clinical sites.
1.14	BIO 725 Bioethics in Nurse Anesthesia

	<p>3 credits</p> <p>Ethical issues in biomedical research and health policy. Foundational knowledge and skills in responsible bioethical decision-making behavior to reflect upon, address and resolve the ethical and socio-cultural issues they confronted during professional practice. Discussion of application of ethical decision-making to nurse anesthesia care. Reflection upon AANA Code of Ethics</p>
1.15	<p>BIO 736 Evidence-based Practice and Biostatistics</p> <p>3 credits</p> <p>Review of statistical techniques and their benefits and limitations for clinical research. Emphasis on reviewing anesthesia medical literature. Include translation of research into practice, evaluation of practice, and improvement and reliability of nurse anesthesia practice and outcomes.</p>
1.16	<p>BIO 739 Advanced Topics in Pharmacology</p> <p>3 credits</p> <p>Study of current topics in pharmacology and nurse anesthesia practice. Topics will vary and will include-pharmacogenetics, and acute and chronic pain management</p>
1.17	<p>BIO 740 Leadership in Nurse Anesthesia Education</p> <p>3 credits</p> <p>SPRING, FALL</p> <p>Principles of teaching and learning applicable to the anesthesia didactic and clinical environment. Strategies in teacher/learner communication, presentation development and strategies, course and curriculum design, and methods of evaluation pertinent to nurse anesthesia education, multicultural healthcare, leadership and interpersonal communication, and inter-professional collaboration.</p>
1.18	<p>BIO 742 Advanced Topics in Nurse Anesthesia</p> <p>3 credits</p> <p>FALL-SPRING</p> <p>Topics will vary as relevant to nurse anesthesia. Topics may include healthcare policy developments at the state and federal levels, healthcare financing and reimbursement, and the business of anesthesia/practice management, needs of ethnically and culturally diverse populations, nutrition, simulation learning, medical and legal issues in anesthesia and health care, and leadership skills in anesthesia. Lectures, seminars, discussions, guest lectures, independent readings and reports as appropriate for the topic will be utilized. Attendance at the AANA Mid-Year Meeting (in April) is strongly encouraged.</p>
1.19	BIO 745 Doctoral Capstone Project I

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	<p>3 credits</p> <p>Capstone project proposal, including the literature review and methodology. Capstone is expected to be relevant to clinical practice, education, or leadership, and is to use evidence-based practice to improve clinical practice and patient outcomes. Students work with their dissertation doctoral capstone advisor and committee members both individually and in small group meetings</p>
1.20	<p>BIO 746 Doctoral Capstone Project II</p> <p>3 credits</p> <p>Doctoral capstone project research, writing, and if ready, capstone defense completion. Students work with their dissertation doctoral capstone advisor and committee members both individually and in small group meetings.</p>
1.21	<p>BIO 747 Doctoral Capstone Project III</p> <p>1 credit</p> <p>Required continuation of BIO 746 for students who have not completed their doctoral capstone project and defense completion. May be repeated for up to 6 credits over three calendar years. Students work with their dissertation doctoral capstone advisor and committee members both individually and in small group meetings.</p>
1.22	<p>ANES 500 Basic Principles of Nurse Anesthesia Practice</p> <p>3 credits</p> <p>SPRING</p> <p>Overview of current anesthesia (45 hours). Topics include pre-anesthesia evaluation and choice of anesthetic, fluid and blood therapy, monitoring, introduction to the anesthesia machine, acid-base balance, pain management, post anesthesia care unit, basic airway management and regional anesthesia. Conducted at affiliated hospital school of nurse anesthesia. Requires lab time in the Clinical Affiliate Site</p>
1.23	<p>ANES 501 Advanced Principles of Nurse Anesthesia Practice I</p> <p>3 credits</p> <p>ACP 730 is Co-requisite</p> <p>Summer –</p> <p>Advanced principles and techniques for anesthesia in cardiac, pulmonary, thoracic, pediatric, obstetrical, neurological, vascular, gynecologic, urological, ophthalmic, emergency, and other case management; also includes advanced regional anesthesia theories and techniques and principles of advanced fluid and electrolyte therapy; anesthesia management of patients with a variety of co-morbidities, altered endocrine function, obesity, and specific pathophysiology in relation to anesthesia administration and management. Plan anesthesia</p>

	across various spectrums of wellness, ages, cultures, individuals and families. Coverage of physics and anesthesia machine.
1.24	<p>ANES 515 Professional Aspects of Nurse Anesthesia Practice 3 credits Fall,</p> <p>Practice of anesthesia including professional behavior, standards of care, scope of practice, and ethics, biomedical ethics and ethical responsibility; (i.e. social media), political, legal (i.e. HIPAA, documentation), and economic aspects of anesthesia practice; substance abuse and wellness; quality assurance, risk management and liability insurance; government regulation of practice and licensure; historical background and development history of nurse anesthesia.</p>
1.25	<p>ANES 528 Advanced Anesthesia Pharmacology 2 credits Summer,</p> <p>Pharmacology of drugs used in anesthesia with emphasis on chemical structure, pharmacokinetics and dynamics of the volatile and non-volatile inhalation agents, intravenous anesthetic and accessory/adjuvant drugs (induction agents, muscle relaxants, opioids, benzodiazepines, butyrophenones, anticholinergics, and anticholinesterases), and local anesthetics. The signs and stages of anesthesia will be covered along with theories of narcosis.</p>
1.26	<p>ACP 730 Anesthesia Clinical Practicum I 1 credit Structured, supervised clinical training and experience to learn to organize, administer, and manage anesthesia in a wide range of ages of patients (minimum 32 hours per week). Conducted at affiliated hospital school of nurse anesthesia or their affiliated sites</p>
1.27	<p>ACP 731 Anesthesia Clinical Practicum II 1 credit Continuation of ACP 730: Additional minimum of 32 hours per week Conducted at affiliated hospital school of nurse anesthesia or their affiliated sites</p>
1.28	<p>ACP 732 Anesthesia Clinical Practicum III 1 credit Continuation of ACP 731: Additional minimum of 32 hours per week Conducted at affiliated hospital school of nurse anesthesia or their affiliated sites</p>

1.29	ANES 502 Advanced Principles of Nurse Anesthesia Practice II Change from 1 credit to 2 credits
1.30	ANES 510 Physics in Anesthesia 1 credit; Delete course (content merged with ANES 502)

2. TAP Pathways	
2.1	TAP Sociology Pathway
2.2	TAP Criminology Pathway
2.3	TAP Chemistry Pathway
2.4	TAP Social Work Pathway

3. Program submissions	
3.1	Teaching (M.A.T): Teacher Education with Specializations in English, History/Social Studies, Mathematics, Modern Language, Sciences (7-12)

	<p><u>Click here for Important Information Regarding Masters of Arts (MAT) Teacher Preparation</u></p> <p>Contact: Sally Drew (drewsav@ccsu.edu; 860-832-2416)</p> <p>Program Rationale:</p> <p>The MAT program is designed to offer high-quality, full-time, degree-bearing teacher preparation to career changers and traditional-age students who have demonstrated content mastery and wish to expedite their preparation to teach in the shortage areas of mathematics, sciences, English, Spanish, or technology and engineering education. The 13-month program begins in late May each year and uses a cohort model to enhance program completion rates and teacher retention as graduates enter teaching. Specializations in secondary disciplines: English, history/social studies, mathematics, modern language, sciences, and special education (K-12).</p> <p>Note: Available science certifications include physics, chemistry, earth science, and biology. Available language certifications include French, Italian, German, Mandarin Chinese, Portuguese, and Spanish.</p> <p>Program Learning Outcomes:</p> <p>Graduate students in the program will:</p> <ul style="list-style-type: none">• Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).• Create an inclusive and culturally responsive learning environment.• Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.• Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.• Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.• Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession. <p>• possess strong knowledge of content, pedagogy, and students; • use data, content knowledge, and pedagogical content knowledge to critically examine practice for the purpose of improving student learning; • design and deliver instructional and assessment strategies that facilitate significant learning for all students; • create a positive and supportive learning environment; and • act ethically, respectfully, and responsibly in work with students, families, and colleagues.</p>
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Admission Requirements:	<p>The MAT program selectively admits approximately no more than 25 students each year. Admitted students proceed as a cohort group to complete a structured sequence of courses, field experiences, and classroom-based action teacher research.</p> <p>To be considered for admission, applicants must demonstrate the knowledge, skills, and dispositions expected of teacher candidates. Initial assessments will be made through review of complete applications. Fully qualified candidates will be invited to participate in an admissions interview.</p> <p>The following qualifications are required for consideration for admission:</p> <ul style="list-style-type: none">• Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70 and, if applicable, a CCSU undergraduate GPA of at least 2.70. GPA waivers will be considered for applicants who have less than a 2.70 GPA but meet all other admission requirements and have at least a 3.00 GPA in the last 60 hours of coursework. Applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards will be considered for admission if the GPA in the certification content major is at least 3.00.• Completion of a major in the content area that meets state certification standards or, in technology and engineering education, presentation of a portfolio documenting that content preparation requirements have been met for special education candidates priority will be given to candidates who complete a major in an academic discipline represented in secondary curriculum. Candidates may be required to complete specific prerequisite courses prior to admission.• Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.• Scores on Praxis Core I PPST that meet the current CSDE passing standard or an SAT waiver letter from Connecticut State Department of Education.• Scores on required state content knowledge examinations in the certification area: <p>In mathematics, sciences, English, and history/social studies technology and engineering education, Praxis Subject Assessment (formerly Praxis II) scores that meet current CSDE passing standards are required.</p> <p>In Spanish, French, Italian, German, Mandarin Chinese, and Portuguese, ACTFL Oral Proficiency Interview and Writing Proficiency ratings that meet current CSDE passing standards are required. Preference will be given to applicants who score at the Advanced Low level or higher. If the ACTFL scores are more than one year old at the time the application is complete, a confirmatory interview with department faculty will be required.</p> <p>To document their qualifications, applicants will submit School of Graduate Studies and program applications that include the following materials:</p> <ul style="list-style-type: none">• Two sets of official undergraduate and graduate transcripts from all institutions attended except CCSU;• Acceptable scores on Praxis Core I or SAT waiver letter;
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	<ul style="list-style-type: none"> • Acceptable scores on the required test of content knowledge; • A resume documenting educational and work experiences; • Two references that assess the student's ability to work with children and other adults on the reference form provided (signed originals). One reference must be from someone, preferably an education professional, who has observed the student's work with children in the age range the student wishes to teach and can knowledgeably assess potential as a teacher. The second reference should be from someone who has observed and can knowledgeably assess ability to work with other adults. Personal references are not accepted. Preference will be given to confidential references. • A word-processed essay demonstrating a command of the English language and explaining the experiences and thinking that have led the student to choose (a) a teaching career and (b) this particular certification program. Applicants to the Spanish modern language specialization must submit a second word-processed essay in Spanish the target language, explaining why they believe they would be an effective Spanish language teacher. • Evidence of the ability to work with diverse groups of students in an educational setting and an understanding of teaching as a work environment demonstrated through reflection on and documentation of no less than 60 hours of high-quality experience with students at the level the student wishes to teach, including recent experience in a public school setting. See the form "Statement of Experience with Children and Schools" which delineates expectations for this experience. • Evidence of ability to write at graduate school level, demonstrated through submitted essays and either a GRE writing score or a CCSU sit-down writing examination which may be conducted in conjunction with an interview. • Current Connecticut criminal background clearance. 																
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Core																	
All MAT candidates complete the following courses																	
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"><u>MAT 510</u> Research on Teaching Diverse Learners</td> <td style="width: 30%; text-align: right;">5</td> </tr> <tr> <td><u>MAT 511</u> Introduction to Special Education</td> <td style="text-align: right;">1</td> </tr> <tr> <td><u>MAT 520</u> Design and Delivery of Instruction</td> <td style="text-align: right;">4</td> </tr> <tr> <td><u>MAT 530</u> Meeting the Needs of Special Learners in the Classroom</td> <td style="text-align: right;">3 2</td> </tr> <tr> <td><u>MAT 531</u> Literacy and Language Issues in the Classroom</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>LING 521</u> Meeting the Needs of ELLs in the General Education Classroom</td> <td style="text-align: right;">1</td> </tr> <tr> <td><u>MAT 534</u> Creating Productive Learning Environments</td> <td style="text-align: right;">3</td> </tr> <tr> <td><u>MAT 541</u> Internship Seminar</td> <td style="text-align: right;">4 3</td> </tr> </table>		<u>MAT 510</u> Research on Teaching Diverse Learners	5	<u>MAT 511</u> Introduction to Special Education	1	<u>MAT 520</u> Design and Delivery of Instruction	4	<u>MAT 530</u> Meeting the Needs of Special Learners in the Classroom	3 2	<u>MAT 531</u> Literacy and Language Issues in the Classroom	3	<u>LING 521</u> Meeting the Needs of ELLs in the General Education Classroom	1	<u>MAT 534</u> Creating Productive Learning Environments	3	<u>MAT 541</u> Internship Seminar	4 3
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	<u>MAT 542</u> Assessment of Student Learning	3
	<u>MAT 551</u> Perspectives on Educational Policy and Practice	3
	Total Credit Hours:	26 25
Specialization		
Total Credit Hours: 15 18		
English, History/Social Studies, Mathematics, Modern Language, OR Sciences		
<u>MAT 519</u>	High Leverage Content in the Discipline	3
<u>MAT 529</u>	Content Pedagogy in Certification Area I: English, History/Social Studies, Mathematics, Modern Languages, Science, Spanish, Special Education	3
<u>MAT 539</u>	Content Pedagogy in the Certification Area II	3
<u>MAT 533</u>	Field Experience in the Certification Area: English, History/Social Studies, Mathematics, Modern Languages, Science, Spanish, Special Education	3
<u>MAT 540</u>	Internship in the Certification Area: English, History/Social Studies, Mathematics, Modern Languages, Science, Spanish, Special Education	6
Capstone		
All students will be Plan E. All MAT candidates complete the following capstone courses.		
<u>MAT 532</u> Research Intervention Capstone I: Reading and Designing Educational Research		
<u>MAT 550</u> Research Intervention Capstone II: Conducting and Reporting Action Teacher Research		
	Total Credit Hours:	6
Total Credit Hours: 47 49		

3.2

Teaching (M.A.T): Teacher Education with Specializations in Special Education (K-12)

Contact: Sally Drew (drewsav@ccsu.edu; 860-832-2416)

Program Rationale:

The MAT program is designed to offer high-quality, full-time, degree-bearing teacher preparation to career changers and traditional-age students who have demonstrated content mastery and wish to expedite their preparation to teach in the shortage areas. The 13-month program begins in late May each year and uses a cohort model to enhance program completion rates and teacher retention as graduates enter teaching. Specializations in secondary disciplines: English, history/social studies, mathematics, modern language, sciences, and special education (K-12).

Note: Available science certifications include physics, chemistry, earth science, and biology. Available language certifications include French, Italian, German, Mandarin Chinese, Portuguese, and Spanish.

Program Learning Outcomes:

Graduate students in the program will:

- Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
- Create an inclusive and culturally responsive learning environment.
- Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
- Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
- Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
- Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Admission Requirements:

The MAT program selectively admits approximately 25 students each year. Admitted students proceed as a cohort group to complete a structured sequence of courses, field experiences, and classroom-based teacher research.

To be considered for admission, applicants must demonstrate the knowledge, skills, and dispositions expected of teacher candidates. Initial assessments will be made through review of complete applications. Fully qualified candidates will be invited to participate in an admissions interview.

	<p>The following qualifications are required for consideration for admission:</p> <ul style="list-style-type: none">• Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70 and, if applicable, a CCSU undergraduate GPA of at least 2.70. GPA waivers will be considered for applicants who have less than a 2.70 GPA but meet all other admission requirements and have at least a 3.00 GPA in the last 60 hours of coursework. Applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards will be considered for admission if the GPA in the certification content major is at least 3.00.• Completion of a major in the content area that meets state certification standards or, for special education candidates priority will be given to candidates who complete a major in an academic discipline represented in secondary curriculum. Candidates may be required to complete specific prerequisite courses prior to admission.• Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.• Scores on Praxis Core that meet the current CSDE passing standard or an SAT waiver letter from Connecticut State Department of Education.• Scores on required state content knowledge examinations in the certification area: <p>In mathematics, sciences, English, and history/social studies, Praxis Subject Assessment (formerly Praxis II) scores that meet current CSDE passing standards are required.</p> <p>In Spanish, French, Italian, German, Mandarin Chinese, and Portuguese, ACTFL Oral Proficiency Interview and Writing Proficiency ratings that meet current CSDE passing standards are required. Preference will be given to applicants who score at the Advanced Low level or higher. If the ACTFL scores are more than one year old at the time the application is complete, a confirmatory interview with department faculty will be required.</p> <p>To document their qualifications, applicants will submit School of Graduate Studies and program applications that include the following materials:</p> <ul style="list-style-type: none">• Two sets of official undergraduate and graduate transcripts from all institutions attended except CCSU;• Acceptable scores on Praxis Core I or SAT waiver letter;• Acceptable scores on the required test of content knowledge;• A resume documenting educational and work experiences;• Two references that assess the student's ability to work with children and other adults on the reference form provided (signed originals). One reference must be from someone, preferably an education professional, who has observed the student's work with children in the age range the student wishes to teach and can knowledgeably assess potential as a teacher. The second reference should be from someone who has observed and can knowledgeably assess ability to work with other adults. Personal references are not accepted. Preference will be given to confidential references.• A word-processed essay demonstrating a command of the English language and explaining the experiences and thinking that have led the student to choose (a) a teaching career and (b) this particular certification program. Applicants to the modern language specialization must submit a
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	<p>second word-processed essay in the target language, explaining why they believe they would be an effective language teacher.</p> <ul style="list-style-type: none"> • Evidence of the ability to work with diverse groups of students in an educational setting and an understanding of teaching as a work environment demonstrated through reflection on and documentation of no less than 60 hours of high-quality experience with students at the level the student wishes to teach, including recent experience in a public school setting. See the form "Statement of Experience with Children and Schools" which delineates expectations for this experience. • Evidence of ability to write at graduate school level, demonstrated through submitted essays and either a GRE writing score or a CCSU sit-down writing examination which may be conducted in conjunction with an interview. • Current Connecticut criminal background clearance. <h2>Course and Capstone Requirements</h2> <p>All MAT programs include core, specialization, and capstone components.</p> <h3>Core</h3> <p>All MAT candidates complete the following courses</p> <table> <tbody> <tr> <td><u>MAT 510</u> Research on Teaching Diverse Learners</td> <td>5</td> </tr> <tr> <td><u>MAT 511</u> Introduction to Special Education</td> <td>1</td> </tr> <tr> <td><u>MAT 520</u> Design and Delivery of Instruction</td> <td>4</td> </tr> <tr> <td><u>MAT 530</u> Meeting the Needs of Special Learners in the Classroom</td> <td>2</td> </tr> <tr> <td><u>LING 521</u> Meeting the Needs of ELLs in the General Education Classroom</td> <td>1</td> </tr> <tr> <td><u>MAT 534</u> Creating Productive Learning Environments</td> <td>3</td> </tr> <tr> <td><u>MAT 541</u> Internship Seminar</td> <td>3</td> </tr> <tr> <td>Total Credit Hours:</td> <td>19</td> </tr> </tbody> </table> <h3>Specialization</h3> <p>Total Credit Hours: 24</p> <h4>Special Education</h4> <table> <tbody> <tr> <td>RDG 508</td> <td>Reading Instruction in K-12</td> </tr> </tbody> </table>	<u>MAT 510</u> Research on Teaching Diverse Learners	5	<u>MAT 511</u> Introduction to Special Education	1	<u>MAT 520</u> Design and Delivery of Instruction	4	<u>MAT 530</u> Meeting the Needs of Special Learners in the Classroom	2	<u>LING 521</u> Meeting the Needs of ELLs in the General Education Classroom	1	<u>MAT 534</u> Creating Productive Learning Environments	3	<u>MAT 541</u> Internship Seminar	3	Total Credit Hours:	19	RDG 508	Reading Instruction in K-12
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	<p><u>MAT 516</u> Special Education Literacy Methods and Evidence-based Practices 3</p> <p><u>MAT 517</u> Special Education Content Methods and Evidence-based Practices 3</p> <p><u>MAT 515</u> Advanced Assessment in Special Education 3</p> <p><u>MAT 533</u> Field Experience in the Certification Area: English, History/Social Studies, Mathematics, Modern Languages, Science, Spanish, Special Education 3</p> <p><u>MAT 540</u> Internship in the Certification Area: English, History/Social Studies, Mathematics, Modern Languages, Science, Spanish, Special Education 6</p> <p><u>MAT 566</u> Special Education Case Management 3</p>
	<p>Capstone</p> <p>All students will be Plan E. All MAT candidates complete the following capstone courses.</p> <p><u>MAT 532</u> Intervention Capstone I: Reading and Designing Educational Research 3</p> <p><u>MAT 550</u> Intervention Capstone II: Conducting and Reporting Action Teacher Research 3</p> <p>Total Credit Hours: 6</p> <p>Total Credit Hours: 47 49</p>
3.3	<p>Master of Science in Accounting</p> <p>Pending Approval of CT State Board of Regents</p> <p>Program Rationale:</p> <p>The Master of Science in Accounting (MSA) will provide students with in-depth, working knowledge of advanced accounting issues and emerging technologies that are most relevant in today's business environment. Graduates will be able to succeed in a wide range of professional accounting careers in public accounting, industry, and government in today's highly competitive, global, and regulated environment. In addition, this program will prepare students to meet the educational requirements of most states for CPA licensure.</p> <p>MSA Admission Requirements:</p>

	<p>An undergraduate degree in accounting is not required for admission to the MSA. Prior to beginning the program, applicants must hold a bachelor's degree from a regionally accredited institution of higher education (or the international equivalent) with an undergraduate GPA of 3.0 (overall and in major) and must have completed coursework equivalent to the following nine Central Connecticut State University (CCSU) courses:</p> <ul style="list-style-type: none">• Introductory Financial Accounting (AC 211)• Introductory Managerial Accounting (AC 212)• Intermediate Financial Accounting I (AC 300)• Intermediate Financial Accounting II (AC 312)• Intermediate Financial Accounting III (AC 313) or Advanced Financial Accounting• Cost Accounting (AC 301)• US Federal Income Taxation (AC 302)• Accounting Information Systems (AC 340)• Auditing (AC 445) <p>In addition, applicants are required to have completed the following undergraduate courses: College-level Mathematics (MATH 123 or 125), Statistics (STAT 200), Macroeconomics (ECON 200), and Microeconomics (ECON 201). It is advised to apply early for admission to this program. Decisions regarding applicants with equivalent coursework taken at CCSU will be made as if the applicant holds a CCSU BS in Accounting; others will be considered on a case-by-case basis.</p> <p>Applicants with Bachelor of Science in Accounting from CCSU:</p> <ul style="list-style-type: none">• GMAT score waived for those with undergraduate GPA of 3.0 (overall and in major)• CCSU students with GPA of 2.70 to 2.99 (overall or in major) will be considered for conditional admission (See "Conditional Admission" below.) <p>Applicants with bachelor's degrees from universities other than CCSU:</p> <ul style="list-style-type: none">• GMAT score may be waived for those with a high (3.5 or higher) GPA from an AACSB accredited program• GMAT score may be waived for those who have passed all parts of the CPA or state Bar Exam• GMAT score waived for applicants holding a professional license, i.e. CPA, CMA, CFA, JD, Master's or Doctoral degree <p>Admission Formula:</p>
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<p>The School generally admits graduate students to the MS in Accounting program who meet the minimum criteria of a formula score of 1100. The formula score is the result of multiplying an applicant's grade point average (GPA) by 200 and adding the product to his or her GMAT score. In most cases, this requires an undergraduate GPA of at least 3.0 accompanied by a GMAT score of at least 500. The GRE may be substituted for the GMAT.</p> <p>All applicants must submit:</p> <ul style="list-style-type: none">• Online Graduate Application• Application fee of \$50• Official transcripts directly from each institution attended (except from CCSU)• Current Resume <p>Items to submit to the Graduate Recruitment and Admissions Office:</p> <ul style="list-style-type: none">• Online Graduate Application• Application fee of \$50• Official transcripts from each institution attended (except CCSU)• GMAT or GRE scores (<i>if required</i>)• Proof of CPA, CMA, CFA professional licenses; state CPA or Bar Exam scores (<i>if applicable</i>) <p>Items to submit directly to the MS Program Director at: MSA@ccsu.edu:</p> <ul style="list-style-type: none">• Current Resume <p>International Students:</p> <p>International Applicants must meet University standards for international admission including submission of:</p> <ul style="list-style-type: none">• TOEFL or IELTS scores• Course-by-Course evaluation of foreign credentials from a NACES member evaluation service• Original translations of foreign academic records <p>Conditional Admission:</p> <p>CCSU students with GPA of 2.70 to 2.99 (overall or in major) may be considered for conditional admission based on submission of GMAT/GRE scores of at least 500. If conditionally admitted, these students may take a maximum of six (6) credits in the MSA program and must maintain a minimum GPA in the program of 3.0. Based on review after six (6) credits in the MSA program, the student may be fully admitted to the program.</p> <p>Requirements</p>

	<p>The program is designed for part-time or full-time study.</p> <p>Core Courses</p> <p>A common core of 18 credits:</p> <table> <tbody> <tr> <td>AC 507</td><td>Advanced Financial Accounting</td><td>3</td></tr> <tr> <td>AC 524</td><td>Non-Profit Accounting</td><td>3</td></tr> <tr> <td>AC 544</td><td>Financial Statement Analysis</td><td>3</td></tr> <tr> <td>AC 545</td><td>Advanced Assurance Services</td><td>3</td></tr> <tr> <td>AC 550</td><td>Financial Accounting Standards</td><td>3</td></tr> <tr> <td>AC 552</td><td>Taxation of Business Entities</td><td>3</td></tr> </tbody> </table> <p>Electives</p> <p>12 credits of approved graduate course work selected from the following approved courses</p> <table> <tbody> <tr> <td>AC 520</td><td>Managerial Analysis & Cost Control</td><td>3</td></tr> <tr> <td>AC 521</td><td>Accounting for Lean Enterprises</td><td>3</td></tr> <tr> <td>AC 540</td><td>Global Financial Reporting & Analysis</td><td>3</td></tr> <tr> <td>AC 542</td><td>Tax Issues in Business Decisions</td><td>3</td></tr> <tr> <td>AC 546</td><td>Advanced Forensic Accounting</td><td>3</td></tr> <tr> <td>AC 548</td><td>Contemporary Accounting Topics</td><td>3</td></tr> <tr> <td>AC 531</td><td>Accounting Information and Decision Making</td><td>3</td></tr> <tr> <td>FIN 531</td><td>Corporate Finance</td><td>3</td></tr> <tr> <td>BUS 540</td><td>Business Intelligence and Analytics</td><td>3</td></tr> </tbody> </table> <p>Total Credit Hours</p> <p>30 - 69</p>	AC 507	Advanced Financial Accounting	3	AC 524	Non-Profit Accounting	3	AC 544	Financial Statement Analysis	3	AC 545	Advanced Assurance Services	3	AC 550	Financial Accounting Standards	3	AC 552	Taxation of Business Entities	3	AC 520	Managerial Analysis & Cost Control	3	AC 521	Accounting for Lean Enterprises	3	AC 540	Global Financial Reporting & Analysis	3	AC 542	Tax Issues in Business Decisions	3	AC 546	Advanced Forensic Accounting	3	AC 548	Contemporary Accounting Topics	3	AC 531	Accounting Information and Decision Making	3	FIN 531	Corporate Finance	3	BUS 540	Business Intelligence and Analytics	3	
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3.44	<p>Business Administration M.B.A.</p> <p>Program Rationale:</p>																																														

	<p>The Master of Business Administration (MBA) Program is designed to fulfill the educational needs of students and working professionals whose career paths are directed toward business analytics, finance, commercial lending, or accounting.</p> <p>MBA Admission Requirements:</p> <p>Applicants must hold a bachelor's degree from a regionally accredited institution of higher education with an undergraduate GPA of 2.70 or higher and a minimum GPA of 3.00 or higher in any post-baccalaureate coursework. Applicants with a GPA of 2.69 or lower will not be considered.</p> <p>GMAT/GRE Requirements:</p> <p>Applicants with an Undergraduate Business Degree:</p> <p>The GMAT/GRE is not required for an applicant with an undergraduate GPA of 3.20 or higher from an AACSB accredited business degree program.</p> <p>The GMAT/GRE is required for applicants with an undergraduate GPA of 3.20 or higher from a non-AACSB accredited business degree program.</p> <p>The GMAT/GRE is required for applicants with an undergraduate GPA between 2.70 - 3.19 from an AACSB accredited or non-AACSB accredited business degree program.</p> <p>Applicants with an Undergraduate Non-Business Degree:</p> <p>GMAT/GRE is not required for applicants with an undergraduate GPA of 3.20 or higher from non-business degree programs with accreditation from CAEP or ABET.</p> <p>The GMAT/GRE is required for applicants with an undergraduate GPA between 2.70 - 3.19 from non-business degree programs with accreditation from CAEP or ABET.</p> <p>The GMAT/GRE is required for applicants with an undergraduate GPA between 2.70 - 4.00 from non-business degree programs that are not accredited by CAEP or ABET.</p> <p>Applicants with Business Experience</p> <p>The GMAT/GRE is not required for applicants with five or more years of high-level business experience and a minimum 2.70 undergraduate GPA. Applicants should provide details of their experience on their resume. These applicants that are offered admission may be eligible to have some or all foundation courses waived at the discretion of the Director of the MBA program.</p> <p><u>GMAT/GRE Waiver</u></p> <p>GMAT or GRE scores will be waived for applicants holding a professional license, i.e. CPA, CMA, CFA, a Master's degree, or Doctoral degree.</p> <p>All applicants must submit:</p> <p>Online Application</p> <p>Application fee</p>
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	<p>Official transcripts directly from each institution attended except from CCSU</p> <p>Resume</p> <p>The graduate application, application fee, and official transcripts are to be submitted to the Graduate Recruitment and Admissions Office. Official transcripts must be sent directly to the Graduate Recruitment and Admissions Office from each institution attended except Central Connecticut State University.</p> <p>And if required above</p> <p>GMAT or GRE scores (minimum acceptable scores are determined based on GPA)</p> <p>Proof of CPA, CMA, CFA professional licenses</p> <p>International Applicants must meet University standards for international admission including submission of:</p> <p>TOEFL or IELTS scores</p> <p>Course-by-Course evaluation of foreign credentials from a NACES member evaluation service</p> <p>Original translations of foreign academic records</p> <p>Conditional Admission:</p> <p>Applicants who are required to submit GMAT/GRE scores that have not yet taken the GMAT or GRE, but have an overall undergraduate GPA of 2.70 or higher may be considered for conditional admission. These students may take a maximum of six (6) credits in the MBA program before submitting GRE/GMAT scores. All full admission requirements must be met when GMAT/GRE scores are submitted and assessed in order to continue in the program.</p> <p>In lieu of the GMAT/GRE, conditionally admitted students who matriculate with full-time status and attain a GPA of 3.00 in the first semester will be granted full admission; students who matriculate with part-time status and attain a GPA of 3.00 in their first six (6) credits in the program will also be granted full admission.</p> <p>Requirements</p> <p>The program is designed for part-time or full-time study.</p> <p>Prerequisite Foundational Courses</p> <p>may be waived based on prior education or experience.</p> <table> <tbody> <tr> <td><u>AC 500</u></td><td>Financial and Managerial Accounting Concepts</td><td>3</td></tr> <tr> <td><u>FIN 500</u></td><td>Managerial Finance</td><td>3</td></tr> <tr> <td><u>LAW 500</u></td><td>Business Law and the Legal Environment</td><td>3</td></tr> </tbody> </table>	<u>AC 500</u>	Financial and Managerial Accounting Concepts	3	<u>FIN 500</u>	Managerial Finance	3	<u>LAW 500</u>	Business Law and the Legal Environment	3
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<u>LAW 500</u>	Business Law and the Legal Environment	3								

	<u>MGT 500</u>	Management of Contemporary Organizations	3
	<u>MKT 500</u>	Marketing Management	3
	<u>MC 500</u>	Advanced Managerial Communication	3
	<u>MIS 500</u>	Management Information Systems	3
	<u>BUS 505</u>	Quantitative Methods For Business	3
	Course and Capstone Requirements:		
	Core Courses		
	A common core of 15 credits:		
	<u>AC 531</u>	Accounting Information for Decision Making	3
	<u>MIS 531</u>	Strategic IT Alignment	3
	<u>FIN 531</u>	Corporate Finance	3
	<u>MGT 531</u>	Managing and Leading in the Contemporary Organization	3
	<u>MKT 531</u>	Strategic Marketing	3
	Tracks		
	12 credits of approved graduate course work in accounting, business analytics, finance, finance with specialization in commercial lending , or combination of approved graduate courses		
	Accounting Track		
	<u>AC 521</u>	Accounting for Lean Enterprises	3
	<u>AC 540</u>	Global Financial Reporting and Analysis	3
	<u>AC 542</u>	Tax Issues in Business Decisions	3
	<u>AC 544</u>	Financial Statement Analysis and Valuation	3
	<u>AC 546</u>	Advanced Forensic Accounting	3

	<u>AC 548</u>	Contemporary Accounting Topics	3
	<u>AC 524</u>	Accounting for Non-Profit Institutions	3
	<u>AC 507</u>	Advanced Accounting	3
	<u>AC 520</u>	Managerial Analysis & Cost Control	3
Business Analytics Track			
	<u>BUS 540</u>	Business Intelligence and Analytics	3
	<u>BUS 542</u>	Web Analytics	3
	<u>BUS 544</u>	Business Process Modeling	3
	<u>BUS 546</u>	Applications of Business Analytics	3
Finance Track			
Required Electives (3 credits):			
FIN 540/AC 544 Financial Statement Analysis and Valuation			
Electives (9 credits):			
FIN 550 Money, Capital Markets and Banking			
FIN 560 Commercial Lending			
FIN 570 Investments and Securities Analysis			
FIN 580 Derivatives and Risk Management			
FIN 590 Finance Seminar			
BUS 540 Business Intelligence and Analytics			
Integrative Capstone Experience			
All students must successfully complete the integrative capstone experience.			
	BUS 580	Applied Business Research (Plan C)	3

	BUS 581	Graduate Special Project	(Plan E)	3
	BUS 582	MBA Capstone Seminar		0
TOTAL CREDIT HOURS: 30-54				

3.5	MS-TESOL <u>Teaching English to Speakers of Other Languages M.S. (TESOL)</u>
Course and Capstone Requirements:	
This program offers Plan A (36 credits including a thesis) and Plan B (36 credits plus a comprehensive examination).	
TESOL Specialization	
<u>LING 400</u> Linguistic Analysis 3 <u>LING 496</u> TESOL Methods 3 <u>LING 497</u> Second Language Acquisition 3 <u>LING 512</u> Modern Syntax 3 <u>LING 513</u> Modern Phonology 3 <u>LING 515</u> An Introduction to Sociolinguistics 3 <u>LING 596</u> Adv TESOL Methods and Practicum 3 Total Credit Hours: 21	
TWO Courses from the following:	
<u>LING 530</u> Topics in Theoretical and Applied Linguistics 3 <u>LING 533</u> Second Language Composition 3 <u>LING 535</u> Second Language Testing 3 <u>LING 537</u> Advanced Issues in Multilingualism 3 <u>LING 596</u> TESOL Practicum 3	

	RDG 581 Literacy Instruction for English Learners	3
	Total Credit Hours:	6
Research		
<u>LING 598</u> Research in TESOL & Applied Linguistics 3		
	Total Credit Hours:	3
Professional Education		
At least one ONE of the following courses and an additional course in the same area :		
	<u>EDF 500</u> Contemporary Educational Issues	3
	<u>EDF 516</u> School and Society	3
	<u>EDF 524</u> Foundations of Contemporary Theories of Curriculum	3
	<u>EDF 525</u> History of American Education	3
	<u>EDF 528</u> International and Comparative Education	3
	<u>EDF 538</u> The Politics of Education	3
	<u>EDF 583</u> Sociological Foundations of Education	3
and		
an additional course (3 credits) at the 500 level as approved by advisor		
	Total Credit Hours:	3
Capstone		
	<u>LING 599</u> Thesis	3
OR	Comprehensive Exams, plus one approved elective course	3
	Total Credit Hours:	3
All planned programs and course sequences should be approved by a TESOL advisor prior to registration. Degree candidates must file a planned program before completing 16 credits of graduate course work.		
Students may elect Plan A only with the approval of an advisor and second reader in the program. Plan A students take <u>LING 599</u> Thesis while writing the thesis. The Graduate Studies Office provides a useful Handbook about Thesis preparation and format.		
Plan B students take one more general elective course. General electives are graduate course offerings as approved by the student's advisor, in most cases an additional elective		

	<p>in TESOL. Comprehensive Exams involve five questions, all of which a student must pass. If only one question is failed, then only that question is retaken. If more than one is failed, the entire exam must be retaken. The exam is offered only twice per year and can be attempted only three times.</p> <p>It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty will recommend various remedies for any candidate whose control of English is deemed deficient.</p>																
3.6	<p>OCP-TESOL</p> <p>Official Certificate Program in TESOL</p> <p>This non-degree program at the graduate level will provide teaching professionals in the field of TESOL with an opportunity for further professional development. This also affords candidates who are interested in establishing a foundation in TESOL without going through a rigorous Master's program an opportunity to do so. This program does not grant State of Connecticut ESL Teaching Certification.</p> <p>Certificate requirements</p> <p>Required courses (12 credits):</p> <table> <tr> <td>LING 400 Linguistic Analysis</td> <td>3</td> </tr> <tr> <td>LING 496 TESOL Methods</td> <td>3</td> </tr> <tr> <td>LING 497 Second Language Acquisition</td> <td>3</td> </tr> <tr> <td>LING 596 Adv Methods/Practicum</td> <td>3</td> </tr> <tr> <td>Total Credit Hours:</td> <td>12</td> </tr> </table> <p>Students must choose TWO electives from the following:</p> <table> <tr> <td>LING 512 Modern Syntax</td> <td>3</td> </tr> <tr> <td>LING 513 Modern Phonology</td> <td>3</td> </tr> <tr> <td>LING 515 An Introduction to Sociolinguistics</td> <td>3</td> </tr> </table>	LING 400 Linguistic Analysis	3	LING 496 TESOL Methods	3	LING 497 Second Language Acquisition	3	LING 596 Adv Methods/Practicum	3	Total Credit Hours:	12	LING 512 Modern Syntax	3	LING 513 Modern Phonology	3	LING 515 An Introduction to Sociolinguistics	3
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3.7	<p>TESOL-Minor (For students completing elementary or secondary certificates):</p> <p>Requirements (18 credits)</p> <p>Required Courses:</p> <p><u>LING 200</u> Introduction to Linguistics 3</p> <p><u>LING 230</u> The Study of Language 3</p> <p><u>LING 496</u> TESOL Methods 3</p> <p><u>LING 497</u> Second Language Acquisition 3</p> <p>Total Credit Hours: 12</p> <p>Directed Electives:</p> <p>6 credits from the following:</p> <p>LING 300 Language Acquisition 3</p> <p><u>LING 312</u> Introduction to Syntax 3</p>

	<p><u>LING 313</u> Introduction to Phonetics & Phonology 3</p> <p><u>LING 400</u> Linguistic Analysis 3</p> <p><u>LING 430</u> Studies in Linguistics & the English Language 3</p> <p><u>LING 431</u> The History of the English Language 3</p> <p><u>LING 437</u> Introduction to Multilingualism 3</p> <p><u>SOC 322/LTN 322</u> Race and Ethnic Relations 3</p> <p><u>ANTH 170</u> Introduction to Cultural Anthropology 3</p> <p><u>ANTH 352</u> Ethnicity and Ethnic Identity 3</p> <p>Total Credit Hours: 6</p> <p>Total Credit Hours: 18</p>
3.8	<p>Proposed Program Changes to the Major in Anthropology, BA (39 credits)</p> <p>Major in Anthropology (39 credits)</p> <p>Required Courses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ANTH 150 - Intro to Archaeology 3 credits <input type="checkbox"/> ANTH 160 - Intro to Biological Anthropology 3 credits <input type="checkbox"/> ANTH 170 - Intro to Cultural Anthropology 3 credits <input type="checkbox"/> ANTH 374 - Field Research Methods OR ANTH 373 – Methods in Biological Anthropology 4 credits <input type="checkbox"/> ANTH 375 - Anthropological Data Analysis 4 credits <input type="checkbox"/> ANTH 401, 416, 418, 420, 422, 424, 426, 428, 429 (Choose one) – Cultural area courses 3 credits <input type="checkbox"/> ANTH 335 – Theories of Human Evolution and Behavior 3 credits <input type="checkbox"/> ANTH 340 – Theories of Culture 3 credits <input type="checkbox"/> 9 6 credits of elective anthropology courses, 6 credits at 300 level and above (may include ANTH 140)

	<p>_____</p> <p>_____</p> <p><input type="checkbox"/> ANTH 433, 437, 450, 451, 452 (choose one) –, Independent Study, Internship, Field Schools 3 credits</p> <p><input type="checkbox"/> ANTH 490/491 – Senior Thesis Preparation/ Senior Thesis 1 credit/3 credits</p>
	<p>The proposed changes are the following:</p> <ul style="list-style-type: none"> a) Reduce the electives from nine credits to six credits, and b) Eliminate any course level requirement for the electives. c) Create a one-credit Senior Thesis Preparation course (490) to be taken in the semester immediately preceding the three-credit Senior Thesis course (491) d) Remove ANTH 433 Independent Study from the set of “hands-on” courses (437, 450, 451 (choose one)) and e) Add ANTH 452 Field School in Biological Anthropology to that set of courses. f) Increase credits for ANTH 374 and ANTH 375 from 3 credits to 4 credits g) Add ANTH 373 Methods in Biological Anthropology 4 credits as an option along with ANTH 374
3.9	Manufacturing Engineering Technology, B.S.
3.10	Mechanical Engineering Technology, B.S.
3.11	<p>Biological Sciences: Health Sciences Specialization M.S.</p> <p>Add Plan B option to capstone with a note:</p> <p>Plan B</p> <p><i>BIO 598 (3 cr) and a comprehensive exam</i></p> <p>Note: Additional work, as described in the course syllabi, will be required for graduate credit in 400-level courses. Students may take no more than nine credits of 400-level courses.</p> <p>Change note that reads <i>No more than 10 credits may be taken as BMS courses.</i></p> <p><i>(This 10 credit limit does not include BIO/BMS 412/413).</i></p> <p><i>To read: No more than 7 credits may be taken as BMS courses.</i></p>

Feb 8, 2016

	<p>(This 7 credit limit does not include BIO/BMS 412/413).</p>
3.12	<p><u>Educational Leadership M.S.</u> Removing EDL524 from program and replacing with EDL 531</p>
3.13	<p><u>Educational Studies: Policy and Secondary Education Strands M.S.</u> Replacing EDTE 598 with ED 598</p>
3.14	<p><u>Information Design M.A.</u> Need to edit: Change from 36 credits to 30</p>
3.15	<p>Doctor of Nurse Anesthesia Practice (DNAP)</p> <p>Summary of changes:</p> <ol style="list-style-type: none">1. From the entry level specialization, delete 1 credit ANES 510 and add 1 credit ANES 502 (make a 1 credit course into 2 credits).2. For the DNAP: Advanced Specialization, remove the requirement for ACP 735 Advanced Anesthesia Clinical Practicum III. This reduces the number of credits from (33-42) to (30-39) <p>The Doctor of Nurse Anesthesia Practice (DNAP) program is a practice doctorate for bachelor's prepared nurses to become DNAP-prepared certified registered nurse anesthetists (CRNAs) (DNAP: Entry-level Specialization) and an advanced program for master's level practicing CRNAs to become DNAP-prepared practitioners (DNAP: Advanced Specialization), and to expand their background in areas of biology and anesthesia specific to their discipline. The program focuses on use of critical thinking skills and analyses to evaluate clinical practice, health care, and patient safety; and</p>

	<p>analyze biological research and incorporate knowledge from biological systems into clinical practice. The DNAP prepares CRNAs for positions of leadership and management, patient care, and nurse anesthesia education. The CCSU practice doctorate program courses will use a mixture of hybrid and on-campus classes.</p> <p>DNAP: Entry-level Specialization 81-87 credit s (3 years, including doctoral capstone)</p> <p>I. Biological Systems Core (27 credits)</p> <p>CHEM 550 Basic Organic and Biological Chemistry 3</p> <p>BIO 500 Seminar in Biology 2</p> <p>BIO 517 Human Anatomy, Physiology, and Pathophysiology 6</p> <p>BIO 518 Pathophysiology and Applied Physiology 3</p> <p>BIO 519 Advanced Neuroscience 3</p> <p>BIO 528 Pharmacology 4</p> <p>BIO 530 Immunology 3</p> <p>BIO 598 Research in Biology 3</p> <p>II. Professional Core (21 credits)</p> <p>BIO 525 Advanced Physical Health Assessment for Nurse Anesthetists 3</p> <p>BIO 725 Bioethics in Nurse Anesthesia 3</p> <p>BIO 730 Human Factors and Patient Safety for Nurse Anesthetists 3</p> <p>BIO 736 Evidence-based Practice and Biostatistics 3</p> <p>BIO 739 Advanced Topics in Pharmacology 3</p> <p>BIO 742 Advanced Topics in Nurse Anesthesia 3</p> <p>BIO 740 Leadership in Nurse Anesthesia Education 3</p> <p>III. Anesthesia Clinical Core (27 credits)</p> <p>ANES 500 Basic Principles of Nurse Anesthesia Practice 3</p> <p>ANES 501 Advanced Principles of Nurse Anesthesia Practice I 3</p> <p>ANES 502 Advanced Principles of Nurse Anesthesia Practice II 4 2</p> <p>ANES 510 Physics in Anesthesia 1</p>
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	<p>ANES 515 Professional Aspects of Nurse Anesthesia Practice 3</p> <p>ANES 528 Anesthesia Pharmacology 2</p> <p>ANES 590 Clinical Correlation Conference 2</p> <p>ACP 730 Anesthesia Clinical Practicum I 1</p> <p>ACP 731 Anesthesia Clinical Practicum II 1</p> <p>ACP 732 Anesthesia Clinical Practicum III 1</p> <p>ACP 733 Advanced Anesthesia Clinical Practicum I 3</p> <p>ACP 734 Advanced Anesthesia Clinical Practicum II 3</p> <p>ACP 735 Advanced Anesthesia Clinical Practicum III 3</p> <p>IV. Capstone (6 credits)</p> <p>Doctoral Comprehensive Exam</p> <p>BIO 745 Doctoral Capstone Project I 3</p> <p>BIO 746 Doctoral Caps tone Project II 3</p> <p>BIO 747 Doctoral Capstone Project III (if needed) 1</p> <p>DNAP: Advanced Specialization 33-42 credits (Part-time: 2 years, including doctoral capstone)</p> <p>I. Biological Systems and Professional Core (18-21 credits)</p> <p>BIO 725 Bioethics in Nurse Anesthesia 3</p> <p>BIO 730 Human Factors and Patient Safety for Nurse Anesthetists 3</p> <p>BIO 736 Evidence-based Practice and Biostatistics 3</p> <p>BIO 739 Advanced Topics in Pharmacology 3</p> <p>BIO 742 Advanced Topics in Nurse Anesthesia 3</p> <p>BIO 740 Leadership in Nurse Anesthesia Education 3</p> <p>BIO 525 Advanced Physical Health Assessment for Nurse Anesthetists (if needed) 3</p> <p>II. Anesthesia Clinical Core (9 credits)</p>
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	<p>ACP 733 Advanced Anesthesia Clinical Practicum I 3 ACP 734 Advanced Anesthesia Clinical Practicum II 3 ACP 735 Advanced Anesthesia Clinical Practicum III 3</p> <p>III. Capstone (6 credits)</p> <p>BIO 745 Doctoral Capstone Project I 3 BIO 746 Doctoral Caps tone Project II 3 BIO 747 Doctoral Capstone Project III (if needed) 1</p>
3.16	<p>Special Education M.S.: Specialization for Teachers Not Seeking Cross Endorsement</p> <p>Master of Science in Special Education: Specialization in Inclusion and Transition *</p> <p>30 credits</p> <p>Program Rationale:</p> <p>The Master of Science in Special Education is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. This program track is designed for students who already hold teaching credentials in Connecticut. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. Completion of this program does not lead to a cross endorsement in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).</p> <p>The Master of Science in Special Education: Specialization in Inclusion and Transition is designed to prepare general education teachers or candidates with an earned bachelors degree in a related area of study (e.g., Psychology, Sociology, Social Work, Human Services, Disability Services, and related disciplines) to gain the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities in K-12 educational settings and/or transition planning. Completion of this program does not lead to a cross endorsement in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).</p> <p>Program Learning Outcomes:</p> <p>1. Students will demonstrate knowledge of foundational issues in special education and their impact on the field.</p>

	<p>2. Students will demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies.</p> <p>3. Students will demonstrate the ability to analyze multiple forms of standardized and curriculum-based assessments and use that information for a variety of educational decisions.</p> <p>4. Students will demonstrate the ability to use their knowledge of general and specialized curricula to individualize learning for students with exceptional learning needs.</p> <p>1. Students will demonstrate the ability to select, adopt, and use instructional strategies to promote learning and to modify learning environments for students with exceptional learning needs.</p> <p>6. Students will promote professional, ethical, and collaborative practices in the field of special education.</p> <p>Admission Requirements:</p> <p>Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00) or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work.</p> <p>The admissions application, application fee, and official transcripts from each college and university attended (except Central Connecticut State University) must be submitted to the Graduate Recruitment and Admissions Office.</p> <p>Contact: 860-832-2400</p> <p>Professional Requirements (6 credits)</p> <table> <tr> <td>SPED 532 Contemporary Issues in Special Education</td> <td>3</td> </tr> <tr> <td>SPED 566 Legal and Administrative Issues in Special Education</td> <td>3</td> </tr> <tr> <td>*</td> <td></td> </tr> </table> <p>Specialization Requirements (15 credits)</p> <p><i>Complete:</i></p> <table> <tr> <td>SPED 503 Evidence-Based Practices for Diverse Learners</td> <td></td> </tr> <tr> <td>3*</td> <td></td> </tr> <tr> <td>SPED 506 Foundations of Language for the Exceptional Child</td> <td>3</td> </tr> <tr> <td>SPED 510 Inclusive Education</td> <td>3</td> </tr> <tr> <td>SPED 536 Autism Spectrum Disorder</td> <td>3</td> </tr> </table>	SPED 532 Contemporary Issues in Special Education	3	SPED 566 Legal and Administrative Issues in Special Education	3	*		SPED 503 Evidence-Based Practices for Diverse Learners		3*		SPED 506 Foundations of Language for the Exceptional Child	3	SPED 510 Inclusive Education	3	SPED 536 Autism Spectrum Disorder	3
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	<p>SPED 541 Person Centered Planning and Transition 3*</p> <p>SPED 560 Positive Classroom Management 3</p> <p>SPED 578 Choice Theory and Quality Schools 3</p> <p>SPED 580 Collaborative Process in Special Education 3</p> <p>SPED 581 Assistive Technology in Special Education 3</p> <p>SPED 595 Topics in Special Education 1 – 3</p> <p>CNSL 222 Appraisal Procedures in Counseling 3 *</p> <p>CNSL 585 Foundations of Career, Vocational, and Community Resources for Transition 3*</p> <p>SPED 527 Internship in Inclusion and/or Transition Services 1-3*</p> <p>Research and Capstone Requirements (9 credits)</p> <p>SPED 598 Research in Special Education 3</p> <p>SPED 596 Designing Action Research in Special Education (Plan E) 3</p> <p>SPED 597 Implementing and Documenting Action Research in Special Education 3</p> <p>*Course requirements for eligibility for Official Certificate Program in Transition Planning (16-18 credits)</p>
3.17	<p><u>Psychology M.A.</u></p> <p>Reduces the number of credits in the Health Psych Specialization from 42 to 39 by reducing number of directed electives from 15 to 12.</p>

3.18	<p>Proposed Biological Anthropology Minor:</p> <p>Requirements: (credits)</p> <p>Required Courses</p> <table> <tbody> <tr> <td><u>ANTH 160</u></td><td>Introduction to Biological Anthropology</td><td>3</td><td></td></tr> <tr> <td><u>ANTH 161</u></td><td><u>Laboratory in Biological Anthropology</u></td><td>1</td><td><i>Intro to Bio Anth Lab ①</i></td></tr> <tr> <td><u>ANTH 335</u></td><td>Theories of Human Evolution and Behavior</td><td>3</td><td></td></tr> <tr> <td><u>ANTH 365</u></td><td>The Anthropology of Human Differences</td><td>3</td><td></td></tr> <tr> <td><u>ANTH 373</u></td><td>Methods in Biological Anthropology</td><td>4</td><td></td></tr> <tr> <td>PLUS</td><td></td><td></td><td></td></tr> <tr> <td></td><td>Minor-related elective</td><td>3-4</td><td></td></tr> <tr> <td></td><td>Total Credit Hours:</td><td>17-18</td><td></td></tr> </tbody> </table> <p>For students majoring in anthropology, 3 credits of this minor may be applied to the major.</p>	<u>ANTH 160</u>	Introduction to Biological Anthropology	3		<u>ANTH 161</u>	<u>Laboratory in Biological Anthropology</u>	1	<i>Intro to Bio Anth Lab ①</i>	<u>ANTH 335</u>	Theories of Human Evolution and Behavior	3		<u>ANTH 365</u>	The Anthropology of Human Differences	3		<u>ANTH 373</u>	Methods in Biological Anthropology	4		PLUS					Minor-related elective	3-4			Total Credit Hours:	17-18													
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3.19	<p>Revised Descriptive Linguistics Minor:</p> <p>Requirements (18 Credits):</p> <p>Required Courses:</p> <table> <tbody> <tr> <td><u>LING 200</u></td> <td>Introduction to Linguistics</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 230</u></td> <td>The Study of Language</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 300</u></td> <td>Language Acquisition</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 400</u></td> <td>Linguistic Analysis</td> <td>3</td> <td></td> </tr> <tr> <td></td> <td>Total Credit Hours:</td> <td>12</td> <td></td> </tr> </tbody> </table> <p>Directed Electives, 6 credits from the following:</p> <table> <tbody> <tr> <td><u>LING 312</u></td> <td>Introduction to Syntax</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 313</u></td> <td>Introduction to Phonetics & Phonology</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 430</u></td> <td>Studies in Linguistics & the English Language</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 431</u></td> <td>The History of the English Language</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 437</u></td> <td>Introduction to Multilingualism</td> <td>3</td> <td></td> </tr> <tr> <td><u>LING 497</u></td> <td>Second Language Acquisition</td> <td>3</td> <td></td> </tr> </tbody> </table>	<u>LING 200</u>	Introduction to Linguistics	3		<u>LING 230</u>	The Study of Language	3		<u>LING 300</u>	Language Acquisition	3		<u>LING 400</u>	Linguistic Analysis	3			Total Credit Hours:	12		<u>LING 312</u>	Introduction to Syntax	3		<u>LING 313</u>	Introduction to Phonetics & Phonology	3		<u>LING 430</u>	Studies in Linguistics & the English Language	3		<u>LING 431</u>	The History of the English Language	3		<u>LING 437</u>	Introduction to Multilingualism	3		<u>LING 497</u>	Second Language Acquisition	3	
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	<p>Total Credit Hours: 6</p> <p>Total Credit Hours: 18</p>
3.20	<p>The BA in Journalism is a 40-credit program that prepares students for entry into journalism and related fields where information-gathering, writing, editing, and awareness of public affairs are important. Students choose one of two tracks, print or broadcast, but all students receive training in multimedia reporting. All students must declare a minor. in Arts and Sciences, excluding Communication. Resources such as the Robert Vance Endowed Chair in Journalism and Mass Communication allow the program to bring in visiting professionals on a regular basis to supplement the curriculum. A PORTFOLIO IS REQUIRED.</p> <p>1. Common Core (no changes)</p> <p>2. Print/Online and Broadcast (Online is missing in catalog)</p> <p>Print /Online Sequence</p> <p>a. Required Two Courses from the Following (Add JRN385 Social Media and Mobile Journalism to list)</p> <p>b. Nine credits of directed electives chosen in consultation with a faculty advisor.</p> <p>These electives may include courses in Journalism not used to fulfill other requirements, including JRN 350 Professional Seminar, JRN 450 Journalism Studies Abroad, JRN 491 (Campus Newspaper Critique) and JRN 495 (Internship), or courses in other departments and schools at CCSU. It is highly recommended that students take JRN 385 Mobile and Social Media Journalism as an elective if it is not taken to fulfill another requirement. Three of the nine credits must be in a visual medium that is in or related to journalism (video, photojournalism, design). Students are encouraged to choose courses that will allow them to build an area of expertise that will help their future work in journalism and related media fields.</p>

	<p>Also add</p> <p>Students may take JRN450 more than once for electives.</p> <p>Students may take JRN495 Internship twice if venue is different</p> <p> Broadcast sequence</p> <p>Required</p> <p> JRN340 Introduction to Broadcast5 News</p> <p>JRN 440 TV News Practicum</p> <p>JRN385 Mobile and Social Media Journalism</p> <p>Comm227</p> <p> b. Five credits of directed electives chosen in consultant with a faculty advisor.</p> <p>These electives may include courses in Journalism not used to fulfill other requirements, including JRN 350 Professional Seminar, JRN 450 Journalism Studies Abroad, JRN 491 (Campus Newspaper Critique), JRN 495 (Internship), JRN440(TV News Practicum) for a second time, or courses in other departments and schools at CCSU. Three of the nine credits must be in a visual medium that is in or related to journalism (video, photojournalism, design). Students are encouraged to choose courses that will allow them to build an area of expertise that will help their future work in journalism and related media fields.</p> <p> Courses that count toward the major:</p> <p>(All journalism courses count toward the major, but I was unable to copy what is now listed.)</p> <p> The following need to be added to the list...</p> <p>JRN350 Professional Seminar 1 credit *</p> <p>JRN385 Mobile and Social Media Journalism</p> <p>3 credits</p>
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	<p>JRN498 Capstone Preparation 1 credit</p> <p>JRN 499 Capstone 3 credits</p>																																																			
3.21	<p>Chemistry, B.S.</p> <p>Requirements</p> <p>Chemistry Core</p> <table border="1"> <tr> <td>CHEM 161</td> <td>General Chemistry</td> <td>3</td> </tr> <tr> <td>CHEM 162</td> <td>General Chemistry Laboratory</td> <td>1</td> </tr> <tr> <td>CHEM 200</td> <td>Foundations of Analytical Chemistry</td> <td>3</td> </tr> <tr> <td>CHEM 201</td> <td>Foundations of Analytical Chemistry Laboratory</td> <td>1</td> </tr> <tr> <td>CHEM 210</td> <td>Foundations of Organic Chemistry</td> <td>3</td> </tr> <tr> <td>CHEM 211</td> <td>Foundations of Organic Chemistry Laboratory</td> <td>1</td> </tr> <tr> <td>CHEM 212</td> <td>Organic Synthesis</td> <td>3</td> </tr> <tr> <td>CHEM 213</td> <td>Organic Synthesis Laboratory</td> <td>1</td> </tr> <tr> <td>CHEM 238</td> <td>Introduction to Research</td> <td>1 TO 6</td> </tr> <tr> <td>CHEM 260</td> <td>Foundations of Inorganic Chemistry</td> <td>3</td> </tr> <tr> <td>CHEM 316</td> <td>Spectrometric Identification of Organic Compounds</td> <td>3</td> </tr> <tr> <td>CHEM 332</td> <td>Chemical Literature</td> <td>1</td> </tr> <tr> <td>CHEM 432</td> <td>Chemistry Seminar</td> <td>1</td> </tr> <tr> <td>CHEM 438</td> <td>Undergraduate Research</td> <td>1 TO 6</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total Credit Hours:</td></tr> <tr> <td colspan="2" style="text-align: right;">26</td></tr> </table> <p>BS in Chemistry</p> <p>Chemistry core plus 10 credits selected from the following.</p> <table border="1"> <tr> <td>Choose 3 credits from:</td> </tr> <tr> <td>CHEM 354 Biochemistry 3</td> </tr> <tr> <td>CHEM 406 Environmental Chemistry 3</td> </tr> <tr> <td>CHEM 456 Toxicology 3</td> </tr> <tr> <td>CHEM 485 Topics in Chemistry 3</td> </tr> </table>	CHEM 161	General Chemistry	3	CHEM 162	General Chemistry Laboratory	1	CHEM 200	Foundations of Analytical 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	CHEM 238	Introduction to Research	1 TO 6	CHEM 260	Foundations of Inorganic Chemistry	3	CHEM 316	Spectrometric Identification of Organic Compounds	3	CHEM 332	Chemical Literature	1	CHEM 432	Chemistry Seminar	1	CHEM 438	Undergraduate Research	1 TO 6	Total Credit Hours:		26		Choose 3 credits from:	CHEM 354 Biochemistry 3	CHEM 406 Environmental Chemistry 3	CHEM 456 Toxicology 3	CHEM 485 Topics in Chemistry 3
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3.23	<p>Note: no other changes are being made to program other than those highlighted in yellow. This does not show the entire program</p> <p>BS in Chemistry (American Chemical Society Certified)</p> <p>This program is designed for students wishing to go on to graduate-level studies in chemistry.</p> <p>Requirements</p> <p>Chemistry Core</p> <table border="1"> <tbody> <tr> <td>CHEM 161</td><td>General Chemistry</td><td>3</td></tr> <tr> <td>CHEM 162</td><td>General Chemistry Laboratory</td><td>1</td></tr> <tr> <td>CHEM 200</td><td>Foundations of Analytical Chemistry</td><td>3</td></tr> <tr> <td>CHEM 201</td><td>Foundations of Analytical Chemistry Laboratory</td><td>1</td></tr> <tr> <td>CHEM 210</td><td>Foundations of Organic Chemistry</td><td>3</td></tr> <tr> <td>CHEM 211</td><td>Foundations of Organic Chemistry Laboratory</td><td>1</td></tr> <tr> <td>CHEM 212</td><td>Organic Synthesis</td><td>3</td></tr> <tr> <td>CHEM 213</td><td>Organic Synthesis Laboratory</td><td>1</td></tr> <tr> <td>CHEM 238</td><td>Introduction to Research</td><td>1 TO 6</td></tr> <tr> <td>CHEM 260</td><td>Foundations of Inorganic Chemistry</td><td>3</td></tr> <tr> <td>CHEM 316</td><td>Spectrometric Identification of Organic Compounds</td><td>3</td></tr> <tr> <td>CHEM 332</td><td>Chemical Literature</td><td>1</td></tr> <tr> <td>CHEM 432</td><td>Chemistry Seminar</td><td>1</td></tr> <tr> <td>CHEM 438</td><td>Undergraduate Research</td><td>1 TO 6</td></tr> <tr> <td></td><td>Total Credit Hours:</td><td>26</td></tr> </tbody> </table>	CHEM 161	General Chemistry	3	CHEM 162	General Chemistry Laboratory	1	CHEM 200	Foundations of Analytical 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	CHEM 238	Introduction to Research	1 TO 6	CHEM 260	Foundations of Inorganic Chemistry	3	CHEM 316	Spectrometric Identification of Organic Compounds	3	CHEM 332	Chemical Literature	1	CHEM 432	Chemistry Seminar	1	CHEM 438	Undergraduate Research	1 TO 6		Total Credit Hours:	26
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3.24	<p>Biochemistry, B.S.</p> <p>Note: no other changes are being made to program other than those highlighted in yellow. This does not show the entire program</p> <p>Biochemistry, B.S.</p> <p>The BS program in biochemistry provides a strong foundation in both molecular biology and chemistry and is based on faculty, facilities, and research resources in both the Department of Biomolecular Sciences and the Department of Chemistry and Biochemistry. In addition to in-class laboratory instruction, this interdepartmental program emphasizes independent student research carried out under the guidance of a faculty member from either department. This program is</p>																																													

	designed to prepare students for careers or advanced study in molecular biology, biochemistry, or health-related fields.	
BS in Biochemistry (American Chemical Society Certified)		
Biochemistry Core Requirements		
<u>BMS 102</u>	Introduction to Biomolecular Science	3
<u>BMS 103</u>	Introduction to Biomolecular Science Laboratory	1
<u>BMS 190</u>	Introduction to Research I	.5
<u>BMS 201</u>	Principles of Cell and Molecular Biology	4
<u>BMS 290</u>	Introduction to Research II	.5
<u>CHEM 161</u>	General Chemistry	3
<u>CHEM 162</u>	General Chemistry Laboratory	1
<u>CHEM 200</u>	Foundations of Analytical Chemistry	3
<u>CHEM 201</u>	Foundations of Analytical Chemistry Laboratory	1
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<u>CHEM 213</u>	Organic Synthesis Laboratory	1
<u>CHEM 260</u>	Foundations of Inorganic Chemistry	3
<u>CHEM 316</u>	Spectrometric Identification of Organic Compounds	3
<u>CHEM 320</u>	Biophysical Chemistry	3
<u>CHEM 332</u>	Chemical Literature	1
<u>CHEM 432</u>	Chemistry Seminar	1
Total Credit Hours:		36

	<p>500-Level Course Options</p> <p>Undergraduate students who use the form, Enrollment in 500 Level Courses by Undergraduates, and who have at least 90 credits and a cumulative GPA of 3.00 or higher may (with the approval of the advisor, instructor, appropriate department chair and dean, School of Graduate Studies, and with appropriate prerequisites) <u>substitute</u> either of the following 500-level BMS courses for BMS courses listed in the directed elective portion of the major program, and the following CHEM course in place of one of the 400-level CHEM courses listed in the directed elective portion of the major program:</p> <table border="1"> <tr> <td><u>BMS 562</u></td><td>Developmental Biology</td><td>3</td></tr> <tr> <td><u>BMS 570</u></td><td>Advanced Genetics</td><td>3</td></tr> <tr> <td><u>CHEM 551</u></td><td></td><td>3</td></tr> <tr> <td></td><td></td><td></td></tr> </table> <p>NOTE: Replace Chem 551 with CHEM 540</p>	<u>BMS 562</u>	Developmental Biology	3	<u>BMS 570</u>	Advanced Genetics	3	<u>CHEM 551</u>		3																																																
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<u>BMS 570</u>	Advanced Genetics	3																																																								
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3.25	<p>Note: no other changes are being made to program other than those highlighted in yellow. This does not show the entire program</p> <p>Major in Biochemistry, BS (Non-teaching)</p> <p>Biochemistry Core Requirements</p> <table border="1"> <tr> <td><u>BMS 102</u></td><td>Introduction to Biomolecular Science</td><td>3</td></tr> <tr> <td><u>BMS 103</u></td><td>Introduction to Biomolecular Science Laboratory</td><td>1</td></tr> <tr> <td><u>BMS 190</u></td><td>Introduction to Research I</td><td>.5</td></tr> <tr> <td><u>BMS 201</u></td><td>Principles of Cell and Molecular Biology</td><td>4</td></tr> <tr> <td><u>BMS 290</u></td><td>Introduction to Research II</td><td>5</td></tr> <tr> <td><u>CHEM 161</u></td><td>General Chemistry</td><td>3</td></tr> <tr> <td><u>CHEM 162</u></td><td>General Chemistry Laboratory</td><td>1</td></tr> <tr> <td><u>CHEM 200</u></td><td>Foundations of Analytical Chemistry</td><td>3</td></tr> <tr> <td><u>CHEM 201</u></td><td>Foundations of Analytical Chemistry Laboratory</td><td>1</td></tr> <tr> <td><u>CHEM 210</u></td><td>Foundations of Organic Chemistry</td><td>3</td></tr> <tr> <td><u>CHEM 211</u></td><td>Foundations of Organic Chemistry Laboratory</td><td>1</td></tr> <tr> <td><u>CHEM 212</u></td><td>Organic Synthesis</td><td>3</td></tr> <tr> <td><u>CHEM 213</u></td><td>Organic Synthesis Laboratory</td><td>1</td></tr> <tr> <td><u>CHEM 260</u></td><td>Foundations of Inorganic Chemistry</td><td>3</td></tr> <tr> <td><u>CHEM 316</u></td><td>Spectrometric Identification of Organic Compounds</td><td>3</td></tr> <tr> <td><u>CHEM 320</u></td><td>Biophysical Chemistry</td><td>3</td></tr> <tr> <td><u>CHEM 332</u></td><td>Chemical Literature</td><td>1</td></tr> <tr> <td><u>CHEM 432</u></td><td>Chemistry Seminar</td><td>1</td></tr> <tr> <td colspan="2">Total Credit Hours:</td><td>36</td></tr> </table>	<u>BMS 102</u>	Introduction to Biomolecular Science	3	<u>BMS 103</u>	Introduction to Biomolecular Science Laboratory	1	<u>BMS 190</u>	Introduction to Research I	.5	<u>BMS 201</u>	Principles of Cell and Molecular Biology	4	<u>BMS 290</u>	Introduction to Research II	5	<u>CHEM 161</u>	General Chemistry	3	<u>CHEM 162</u>	General Chemistry Laboratory	1	<u>CHEM 200</u>	Foundations of Analytical Chemistry	3	<u>CHEM 201</u>	Foundations of Analytical Chemistry Laboratory	1	<u>CHEM 210</u>	Foundations of Organic Chemistry	3	<u>CHEM 211</u>	Foundations of Organic Chemistry Laboratory	1	<u>CHEM 212</u>	Organic Synthesis	3	<u>CHEM 213</u>	Organic Synthesis Laboratory	1	<u>CHEM 260</u>	Foundations of Inorganic Chemistry	3	<u>CHEM 316</u>	Spectrometric Identification of Organic Compounds	3	<u>CHEM 320</u>	Biophysical Chemistry	3	<u>CHEM 332</u>	Chemical Literature	1	<u>CHEM 432</u>	Chemistry Seminar	1	Total Credit Hours:		36
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	<p>500-Level Course Options</p> <p>Undergraduate students who use the form, Enrollment in 500 Level Courses by Undergraduates, and who have at least 90 credits and a cumulative GPA of 3.00 or higher may (with the approval of the advisor, instructor, appropriate department chair and dean, School of Graduate Studies, and with appropriate prerequisites) <u>substitute</u> either of the following 500-level BMS courses for BMS courses listed in the directed elective portion of the major program, and the following CHEM course in place of one of the 400-level CHEM courses listed in the directed elective portion of the major program:</p> <table border="1"> <tr> <td>BMS 562</td><td>Developmental Biology</td><td>3</td></tr> <tr> <td>BMS 570</td><td>Advanced Genetics</td><td>3</td></tr> <tr> <td>CHEM 551</td><td></td><td></td></tr> </table> <p>NOTE: Replace Chem 551 with CHEM 540</p>	BMS 562	Developmental Biology	3	BMS 570	Advanced Genetics	3	CHEM 551									
BMS 562	Developmental Biology	3															
BMS 570	Advanced Genetics	3															
CHEM 551																	
3.26	<p>Biochemistry Minor (proposal)</p> <p>Proposed Title: Minor in Biochemistry</p> <p>Proposed Description: Biochemistry Minor</p> <table border="1"> <thead> <tr> <th>Course</th><th>Credits</th></tr> </thead> <tbody> <tr> <td>CHEM 161/162</td><td>4</td></tr> <tr> <td>CHEM 210/211</td><td>4</td></tr> <tr> <td>CHEM 354</td><td>3</td></tr> <tr> <td>CHEM 456</td><td>3</td></tr> <tr> <td>CHEM 455</td><td>1</td></tr> <tr> <td>CHEM 458</td><td>3</td></tr> <tr> <td></td><td>18</td></tr> </tbody> </table> <p>Proposed Credits : 18</p> <p>Proposed Graduate: No</p> <p>Academic Rationale: In particular, makes available an additional minor for biology majors that emphasizes biochemistry over less biologically-oriented topics.</p> <p>Demand Rationale:</p> <p>Faculty Effects: May possibly require one additional section of CHEM455 and accompanying OE</p> <p>Facilities Effects: None</p> <p>Equipment Effects: None</p> <p>Library Effects: None</p>	Course	Credits	CHEM 161/162	4	CHEM 210/211	4	CHEM 354	3	CHEM 456	3	CHEM 455	1	CHEM 458	3		18
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	<p>Computer Effects: None</p> <p>Date Approved by Department: 09/18/15</p> <p>Submitted by: Steve Watton</p>
3.27	<p>Summary for Program Revision Department of Literacy, Elementary and Early Childhood Education</p> <p>Rationale for Course/Program Revision</p> <p>The revised program, Master of Science in Reading and Language Arts with Reading Specialist/Literacy Coach Certification ensures that we meet the standards for reading professionals of our accrediting agency, the International Literacy Association (ILA), as well as fulfill the anticipated legislative mandate to implement the new CSDE regulations for reading specialist/literacy coach in the state of Connecticut.</p> <p>In February 2015, the CSDE implemented the Reading Specialist/Literacy Coach Licensure Exam, which replaced the Connecticut Foundations of Reading Test (C-FRT) and requires additional content and pedagogical knowledge and skills. We need to ensure that all areas covered by this new exam are substantially addressed throughout our program. Our candidates' performance in the exam will determine their eligibility for a Reading Specialist/Literacy Coach certification.</p> <p>Original Master's Program Certification Track (ST of CT Certification 102)</p> <p>RDG 503</p> <p>RDG 589</p> <p>RDG 585</p> <p>RDG 594</p> <p>RDG 595</p> <p>RDG 596 (6 Credits)</p> <p>RDG 598</p> <p>2 Electives</p> <p>Total 30 credits</p>

	<p>Additional courses required for ST of CT Certification 097</p> <p>RDG 588 (if not taken previously as elective)</p> <p>RDG 692</p> <p>RDG 694</p> <p>RDG 696</p> <p>RDG 697</p> <p>Total 12-15 credits</p> <p>Revised Master's Program Certification Track (St of CT Certification 102 and 097)</p> <p>RDG 503 /LLA 502</p> <p>LLA 504 (2credits)</p> <p>LLA 506 (1 credit)</p> <p>RDG 585/LLA 508</p> <p>RDG 578/LLA 510 Or RDG 588/LLA 512</p> <p>RDG 594/LLA 514</p> <p>RDG 595/LLA 516</p> <p>RDG 596/LLA 518 (6 Credits)</p> <p>RDG 598/LLA 520</p> <p>RDG 694/LLA 522</p> <p>RDG 696/LLA 524</p> <p>RDG 697/LLA 526</p> <p>Total 36 credits</p>
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4. Course Revisions			
item	Type	Name	Action

4.1	Change Course	AC 507 - Advanced Accounting	-
4.2	Change Course	AC 520 Managerial Analysis Cost Control	-
4.3	Change Course	AC 521 - Accounting for Lean Enterprises	-
4.4	Change Course	AC 524 - Accounting for Non-Profit Institutions	-
4.5	Change Course	AC 531 - Accounting Information for Decision Making	-
4.6	Change Course	AC 540 - Global Financial Reporting and Analysis	-
4.7	Change Course	AC 542 - Tax Issues in Business Decisions	-
4.8	Change Course	AC 544 - Financial Statement Analysis and Valuation	-
4.9	New Course	AC 545 - Advanced Assurance Services	-
4.10	Change Course	AC 546 - Advanced Forensic Accounting	-
4.11	Change Course	AC 548 - Contemporary Accounting Topics	-
4.12	New Course	AC 550 - Financial Accounting Standards	-
4.13	New Course	AC 552 - Taxation of Business Entities	-
4.14	Change Course	ACTL 481 - Review-SOACAS Course I	-
4.15	New Course	AFAM 250 - Topics in African American Studies	-
4.16	Change Course	ANTH 160 - Introduction to Biological Anthropology	Updated course descriptions
4.17	New Course	ANTH 161 - Laboratory in Biological Anthropology	Title corrected
4.18	New Course	ANTH 220 - Introduction to Forensic Anthropology	-
4.19	Change Course	ANTH 230 - North American Prehistory	-
4.20	Change Course	ANTH 239 - Work and Culture	revised title
4.21	Change Course	ANTH 239 - Work and Culture	-

4.22	Change Course	ANTH 245 - Laboratory in Biological Anthropology	Deletion
4.23	New Course	ANTH 250 - Introduction to the Primates	Updated course descriptions
	New course	ANTH 260 - Food and Culture	Title changed to "Anthropology of Food"
4.24	Change Course	ANTH 270 - Applying Anthropology	Revised description
4.25	New Course	ANTH 373 - Methods in Biological Anthropology	Prereqs corrected
	Change Course	ANTH 374 - Field Research Methods	
	Change Course	ANTH 375 - Anthropological Data Analysis	
4.26	New Course	ANTH 422 Vietnam A Country Not a War	Number changed to 423
4.27	Change Course	ANTH 425 - Human Ecology	-
4.28	Change Course	ANTH 426 - People and Cultures of Eastern Europe	-
4.29	Change Course	ANTH 429 - Global India	-
4.30	New Course	ANTH 452 - Field School in Biological Anthropology Germany	Title changed and prereqs corrected
	New Course	ANTH 490 - Senior Thesis Preparation	Number changed to 489, prereqs changed
	Change course	ANTH 490 - Senior Thesis	
4.31	Change Course	BUS 540 - Business Intelligence and Analytics	-
4.32	New Course	BUS 581 - Graduate Special Project	-
4.33	New Course	BUS 582 - Graduate Capstone Seminar	-
4.34	Change Course	CE 253 - Introduction to Engineering Surveying	-
4.35	Change Course	CE 301 - CE Fundamental Computations	-
4.36	Change Course	CE 357 - Advanced Surveying	-
4.37	Change Course	CE 458 - Introduction to GPS for Engineering	-

4.38	Change Course	CE 498 Civil Engineering Senior Design Project Capstone	-
4.39	New Course	CET 594 - Research Design	-
4.40	New Course	CM 520 - Construction Materials and Methods	-
4.41	New Course	CM 530 - Structural Systems	-
4.42	New Course	CM 540 - Lean Construction	-
4.43	New Course	CRM 410 - Victimless Crime	-
4.44	New Course	CRM 414 - Cybercrime	-
4.45	New Course	CS 417 - Design Patterns	-
4.46	New Course	DES 539 - Advanced Central Design	-
4.47	Change Course	ECON 460 - Economic Forecasting	-
4.48	Change Course	ECON 485 - Econometrics	-
4.49	Change Course	ED 598 - Research and Data for School Improvement	-
4.50	Change Course	EDL 523 Collaboration Coaching and Instructional Leadership	-
4.51	New Course	EDL 531 - Collaboration and Professional Development	-
4.52	Change Course	EDL 615 - Understanding External Environments of School Leadership I	-
4.53	Change Course	EDL 616 - Understanding External Environments of School Leadership II	-
4.54	Change Course	EDSC 505 - Innovations in Secondary Education	-
4.55	Change Course	EDSC 556 - Instructional Theory and Practice	-
4.56	Change Course	EDTE 598 - Introduction to Research in Education	-
4.57	New Course	ENG 216 - Studies in British Literature	-
4.58	New Course	ENG 280 - Tutoring Writing	-
4.59	New Course	ENG 440 - Topics in Theory and Literary Study	-
4.60	New Course	ENG 580 - Research and Pedagogical Practice in Developmental Composition	-
4.61	Change Course	ENGR 290 - Engineering Technical Writing and Presentation	-

4.62	Change Course	<u>ET 361 - Engineering Technology Instrumentation</u>	-
4.63	Change Course	<u>ETM 256 - Materials Science</u>	-
4.64	Change Course	<u>ETM 340 Geometric Dimensioning Tolerancing</u>	-
4.65	Change Course	<u>ETM 351 - Mechanical Systems in Buildings</u>	-
4.66	Change Course	<u>ETM 356 - Materials Analysis</u>	-
4.67	Change Course	<u>ETM 358 - Applied Thermodynamics</u>	-
4.68	Change Course	<u>ETM 360 Computer Aided Planning CAP</u>	-
4.69	Change Course	<u>ETM 367 - Machine Design</u>	-
4.70	Change Course	<u>ETM 422 - Computer Systems and Integration</u>	-
4.71	Change Course	<u>ETM 423 - Applied Feedback Control Systems</u>	-
4.72	Change Course	<u>ETM 454 - Applied Heat Transfer</u>	-
4.73	Change Course	<u>ETM 460 Computer Aided Design and Manufacturing CADCAM</u>	-
4.74	Change Course	<u>ETM 461 - Composites and Plastics Manufacturing Processes</u>	-
4.75	Change Course	<u>ETM 462 - Manufacturing Process Planning and Estimating</u>	-
4.76	Change Course	<u>ETM 463 - Plastics and Composite Tool Design</u>	-
4.77	Change Course	<u>ETM 464 - CAD Solid Modeling and Design</u>	-
4.78	Change Course	<u>ETM 466 - Design for Manufacture</u>	-
4.79	Change Course	<u>ETM 468 Composite Design Analysis</u>	-
4.80	Change Course	<u>ETM 497 - Engineering Technology Senior Project Research</u>	-
4.81	Change Course	<u>ETM 498 Engineering Technology Senior Project Capstone</u>	-
4.82	New Course	<u>FIN 210 - Personal Financial Planning</u>	-
4.83	Change Course	<u>FIN 531 - Corporate Finance</u>	-

4.84	New Course	FIN 540 - Financial Statement Analysis and Valuation	-
4.85	New Course	FIN 550 Money Capital Markets and Banking	-
4.86	New Course	FIN 560 - Commercial Lending	-
4.87	New Course	FIN 570 - Investments and Securities Analysis	-
4.88	New Course	FIN 580 - Derivatives and Risk Management	-
4.89	New Course	FIN 590 - Finance Seminar	-
4.90	New Course	GEOG 460 - GIS Applications in Crime Mapping	-
4.91	New Course	GEOG 463 - GIS Applications in Public Health	-
4.92	New Course	GEOG 464 - GIS Applications in Resource Assessment	-
4.93	New Course	GEOG 468 - GIS Applications in Urban Planning	-
4.94	Change Course	GEOG 479 - Geographic Information Systems Applications	-
4.95	Change Course	GEOG 544 - The Geography of World Economic Development	-
4.96	New Course	GEOG 579 - Topics in GIS Applications	-
4.97	New Course	GRT 312 POSTPRESS OPERATIONS PLANNING	-
4.98	Change Course	HIST 413 Myth Law and History	-
4.99	New Course	HIST 453 - The Holocaust A History	-
4.100	Change Course	HIST 593 - Directed Study in History	-
4.101	Change Course	IS 598 - Research in International Studies	-
4.102	Change Course	LAS 428 - Cultures of Latin America	-
4.103	Change Course	LING 400 - Linguistic Analysis	-
4.104	Change Course	LING 430 Studies in Linguistics the English Language	-
4.105	Change Course	LING 431 - The History of the English Language	-
4.106	New Course	LING 437 - Introduction to Multilingualism	-

4.107	Change Course	LING 497 - Second Language Acquisition	-
4.108	Change Course	LING 512 - Modern Syntax	-
4.109	Change Course	LING 513 - Modern Phonology	-
4.110	Change Course	LING 515 - An Introduction to Sociolinguistics	-
4.111	Change Course	LING 530 - Topics in Theoretical and Applied Linguistics	-
4.112	Change Course	LING 533 - Second Language Composition	-
4.113	Change Course	LING 535 - Second Language Testing	-
4.114	New Course	LING 537 - Advanced Issues in Multilingualism	-
4.115	Change Course	LING 596 - TESOL Practicum	-
4.116	Change Course	LING 598 Research in TESOL Applied Linguistics	-
4.117	New Course	LLA 504 - Literacy Instruction for English Learners	-
4.118	New Course	LLA 506 - Decoding and Spelling Instruction	-
4.119	Change Course	MAT 510 - Research on Teaching Diverse Learners	-
4.120	New Course	MAT 515 - Advanced Assessment in Special Education	-
4.121	New Course	MAT 516 - Special Education Literacy Methods and Evidence-Based Practices	-
4.122	New Course	MAT 517 - Special Education Content Methods and Evidence-Based Practices	-
4.123	New Course	MAT 518 - Meeting the Needs of ELLs in the Classroom	Note: MAT 518 has been changed to LING 521
4.124	New Course	MAT 519 - High Leverage Content in the Discipline	-

4.125	Change Course	<u>MAT 529 Content Pedagogy I in Certification Area English Mathematics Science Spanish Special Education Technology</u>	-
4.126	Change Course	<u>MAT 530 - Meeting the Needs of Special Learners in the Classroom</u>	-
4.127	Change Course	<u>MAT 531 - Literacy and Language Issues in the Classroom</u>	-
4.128	Change Course	<u>MAT 532 - Research I Reading and Designing Educational Research</u>	-
4.129	Change Course	<u>MAT 533 Field Experience in the Certification Area English Mathematics Science Spanish Special Education Technology</u>	-
4.130	Change Course	<u>MAT 534 - Creating Productive Learning Environments</u>	-
4.131	Change Course	<u>MAT 539 - Content Pedagogy in the Certification Area II</u>	-
4.132	Change Course	<u>MAT 540 Internship in the Certification Area English Mathematics Science Spanish Special Education or Technology</u>	-
4.133	Change Course	<u>MAT 541 - Internship Seminar</u>	-
4.134	Change Course	<u>MAT 550 - Research II Conducting and Reporting Action Research</u>	-
4.135	New Course	<u>MAT 566 - Special Education Case Management</u>	-
4.136	Change Course	<u>PES 210 - Topics in Peace Studies</u>	-
4.137	Change Course	<u>PSY 234 - Industrial and Organizational Psychology</u>	-
4.138	Change Course	<u>RDG 500 - Independent Study in Reading and Language Arts</u>	-
4.139	Change Course	<u>RDG 503 - Developmental Reading in PreK-12</u>	-
4.140	Change Course	<u>RDG 508 - Reading Instruction K-12</u>	-
4.141	Change Course	<u>RDG 578 - Teaching Writing in the Elementary Schools</u>	-

4.142	Change Course	<u>RDG 581 - Literacy Instruction for English Learners</u>	-
4.143	Change Course	<u>RDG 585 - Reading in Content Area</u>	-
4.144	Change Course	<u>RDG 588 Teaching Childrens Literature</u>	-
4.145	Change Course	<u>RDG 594 Diagnosis of Reading Language Arts Difficulties</u>	-
4.146	Change Course	<u>RDG 595 Remedial Corrective Techniques in Reading Language Arts</u>	-
4.147	Change Course	<u>RDG 596 Clinical Practices in Reading Language Arts</u>	-
4.148	Change Course	<u>RDG 598 Seminar in Reading Language Arts Research</u>	-
4.149	Change Course	<u>RDG 694 Organization Administration and Supervision of Reading Language Arts Programs</u>	-
4.150	Change Course	<u>RDG 696 - Practicum for Reading and Language Arts Consultants</u>	-
4.151	Change Course	<u>RDG 697 - Practicum for Reading and Language Arts Consultants II</u>	-
4.152	New Course	<u>SPED 527 - Internship in Inclusion andor Transition Services</u>	-
4.153	Change Course	<u>SPED 541 - Person-Centered Planning</u>	-
4.154	Change Course	<u>TH 147 - Theatre Workshop</u>	-
4.155	Change Course	<u>TH 165 - Improvisation for the Classroom</u>	-