

**REVISED VERSION – PASSED AT 4/15/02 SENATE MEETING.****PLEASE NOTE THE FOLLOWING:**

1. **Item I. F., i.-n., r. : removed language on 5 year limit on prerequisites, per action of Faculty Senate.**
2. **Item XVIII a. : change in prerequisite (editorial correction).**
3. **Item XX b. : Adjustment in order of course listing (editorial correction).**

**DATE:** April 3, 2002

**TO:** Felton Best

President, Faculty Senate

**FROM:** Paul Petterson

Chair, University Curriculum Committee

**RE:** April 2002 Report to Faculty Senate

The Curriculum Committee submits the following Report to the Faculty Senate for consideration at its April 15, 2002 meeting.

I.. Department of Accounting

- a. [Course Addition of AC490, Current Accounting Topics.](#) :

Prerequisites: permission of instructor; for graduate students, permission of chair.

Seminar course that will focus on current topics in financial accounting, tax, managerial accounting, accounting systems. Course content will vary from semester to semester. May be repeated with different topics for a maximum of 6 credits. Three credits. Irregular. [G]

b. [Course Addition of AC300, Accounting Concepts and Processes.](#)

Prerequisites: FIN 295, AC 212. Develop understanding of accounting profession and role in society. Review of the accounting cycle and analysis of enterprise economic resources and obligations, including methods of measurement and recognition. The foundations for accounting include discussion of: the FASB Conceptual Framework and pronouncements of authoritative standard-setting agencies; accounting systems and controls; problem solving, decision making and teamwork skills; relationship of financial accounting, management accounting and taxation. Three credits. Fall, Spring.

c. [Course Deletion of AC408, Contemporary Accounting Problems.](#)

d. [Course Deletion of AC496, Practicum in Accounting.](#)

e. [Course Revision of AC445, Auditing.](#), to; change Prerequisites to: AC 313, AC 340, STAT 201.; for graduate students, permission of chair.

f. [Course Revision of AC430, Accounting for Non-Profit Institutions.](#), to; change prerequisite to: AC 313; for graduate students, permission of chair.

g. [Course Revision of AC455, Internal Auditing.](#), to;

Prerequisites: AC313, AC 340, STAT 201; for graduate students, permission of chair. Role and responsibilities of internal auditors in financial auditing. Understanding the need and role of governmental auditing. Topics include operational audits, compliance audits, performance audits. Three credits. Fall, Spring. [G]

h. [Course Revision of AC212, Introduction to Managerial Accounting.](#) , to; change prerequisite to: AC 211, MIS 201.

i. [Course Revision of AC402, Federal Income Tax II.](#) , to;

AC 402, Fundamentals of Corporate Taxation. Prerequisites: AC 401; for graduate students, permission of chair. Analysis of federal tax law relating to the formation, operation, and liquidations of corporations including dividend distributions and stock redemptions. Three credits. Fall, Spring, Summer. [G]

j. [Course Revision of AC313, Financial Reporting II.](#) , to;

Prereq.: AC 312. Designed to further prepare students for professional competency. Topics include accounting for taxes, post employment benefits, leases, cash flows, changes and errors, revenue recognition, and disclosure. Three credits. Fall, Spring.

k. [Course Revision of AC440, Accounting Information Systems](#), to; change Prerequisites to:

AC 301, AC 312 ; change course number to AC 340; delete [G] credit.

l. [Course Revision of AC312, Financial Reporting I.](#), to; change prerequisite to AC 300.

m. [Course Revision of AC301, Cost Accounting.](#), to;

AC 301, Cost Management Systems. Prerequisites: AC 300, STAT 200. Development of principles of cost management systems. Emphasis on job-order, process, activity-based, operations, just-in-time and standard costing procedures. Focus on accounting system choices and the implications of cost information for managing and reporting costs. Three credits. Fall, Spring.

n. [Course Revision of AC420, Managerial Analysis and Cost Control.](#), to; change prerequisite to AC 340 .

o. [Course Revision of AC211, Introduction to Financial Accounting.](#), to; change prerequisite to MATH 101.

p. [Course Revision of AC401, Federal Income Tax I.](#), to;

AC 401, Introduction To Income Taxation. Prerequisites: LAW 250, AC 340 or FIN 301. Analysis of the basic framework utilized in measuring and reporting taxable income of individuals and business entities including gross income, deductions, tax rates, credits, timing issues and procedural matters. Three credits. Fall, Spring. {NOTE: remove [G] credit}.

q. [Course Revision of AC311, Intermediate Accounting.](#), to;

AC 311, Accounting Applications. Prerequisites: AC 212. Current financial reporting processes, issues and applications are studied. Emphasis on bookkeeping processes and technology. Three credits. Fall, Spring.

r. [Program Revision of Accounting](#) , to;

The accounting program prepares its graduates for advanced graduate study and professional careers in public, corporate (industrial), and governmental and other non-profit accounting. The program provides the background necessary in such diversified areas as cost management (accounting), auditing, taxes, budgeting, systems and management advisory services.

The Accounting program satisfies the educational requirements of the Connecticut State Board of Accountancy for eligibility to take the Connecticut CPA examination. The Accounting program also satisfies the educational requirements for eligibility to become a Certified Management Accounting and a Certified Internal Auditor.

Students must complete the Common Business Core (see column 1 on this page) of 27 credits plus an additional 30 credits of specific Accounting course work as follows:

# Accounting Foundation

AC 300 Accounting Concepts and Processes

AC 301 Cost Management

AC 312 Financial Reporting I

AC 313 Financial Reporting II

AC 340 Accounting Information Systems

The accounting core courses should be completed by the end of the junior year. The senior year students should select an accounting track: general track, public accounting track, managerial accounting track.

## **general accounting track**

(for undecided major)

-required:

AC 401 Introduction to Income Taxation

AC 445 Auditing

-choose 3 directed electives from:

AC 311, 407, 420, 430, 455, 402, 403, 490; LAW 400

## **public accounting track**

(CPA/tax orientation for careers as independent public accountants)

-required:

AC 401 Introduction to Income Taxation

AC 402 Fundamentals of Corporate Taxation

AC 445 Auditing

LAW 400 Advanced Business Law

-choose 1 directed electives from:

AC 311, 407, 420, 430, 403, 490

Please note that in Connecticut CPA certification requires 150 hours of university credit, more than the 122 required for a bachelor's degree. Additional courses may be taken at the undergraduate or graduate level.

### **managerial accounting track**

( CMA/CIA orientation for careers as accountants in corporate, governmental, and not-for-profit organizations)

-required:

AC 420 Managerial Analysis and Cost Control

AC 445 Auditing

AC 401 Introduction to Income Taxation

-choose 2 directed electives from:

AC 311, 455, AC 430, AC490, FIN 301, 400

## II. Department of Art

- a. [Course Revision of ART215, THE AFRICAN DIASPORA](#)., to; remove prerequisites; change cycling pattern to Irregular; add Study Area I designation; add "I" designation.
- b. [Course Revision of ART302, Pre-Practicum in Art Education](#)., to; add to prerequisites: "admission to the Professional Program in Teacher Education".
- c. [Course Revision of ART303, Practicum in Art Education I](#)., to; add to prerequisites: "admission to the Professional Program in Teacher Education".
- d. [Course Revision of ART400, Theory and Practice II](#)., to; add to prerequisites: "admission to the Professional Program in Teacher Education".

### III. Department of Biological\_Sciences

- a. [Program Revision of Major in Biology, B.S. \(non-teaching\): Specialization in Cell, Molecular & Physiological Biology](#), to; add BIO 495 to the “13-15 credits from...” list of courses.

### IV. Department of Criminology and Criminal Justice

- a. [Course Addition of CJ534, Quantitative analysis in criminal justice research.](#) :

Prerequisites: [CJ 533](#); or permission of department chair. Analysis of quantitative criminal justice data using computer applications. Three credits. Spring. [G]

- b. [Course Addition of CJ540, Assessing and Developing Performance in Criminal Justice Organizations.](#):

Prerequisites: [CJ 501 or 510 or 520](#); or permission of instructor. Analysis of methods and strategies for managing human resources in criminal justice organizations. Topics include recruitment and selection, job analysis and classification, performance appraisal, training and development, employee unions, and workplace trends in criminal justice agencies. Three credits. Irregular. [G]

- c. [Course Revision of CJ525, Program planning and evaluation.](#), to; edit Prerequisites to: [CJ 501 or 510 or 520](#); or permission of department chair.

- d. [Course Revision of CJ530, Offender profiles.](#), to; edit prerequisites to: [CJ 501 or 510 or 520](#); or permission of instructor.

- e. [Course Revision of CJ535, Correctional Counseling.](#), to; edit prerequisites to [CJ 501 or 510 or 520](#); or permission of instructor.

- f. [Course Revision of CJ539, Delinquency and Control.](#), to; edit prerequisites to [CJ 501 or 510 or 520](#); or permission of department chair.

- g. [Course Revision of CJ570, Leadership and Supervision of Criminal Justice Organizations.](#), to; edit prerequisites to [CJ 501 or 510 or 520](#); or permission of department chair.

- h. [Course Revision of CJ575, Organizational Development and Evaluation of Criminal Justice Organizations.](#), to; edit prerequisites to [CJ 501 or 510 or 520](#); or permission of department chair.

- i. [Course Revision of CJ580, Public Policy in the Criminal Justice System.](#), to; edit prerequisites to [CJ 501 or 510 or 520](#); or permission of department chair.

- j. [Course Revision of CRM433, Independent study in criminal justice](#) , to; edit Prerequisites to : [CRM 337](#), and permission of instructor; remove [G] credit.

- k. [Program Revision of Masters of Science in Criminal Justice](#), to:

Total credit hours: 30. Core Courses = 21 hours: CJ 501 Proseminar on the Nature of Crime (4 credits), CJ 510 Proseminar on Law and Social Control (4 credits), CJ 520 Proseminar on the Administration of Justice (4 credits), CJ 533 Research Methods in Criminal Justice (3 credits), CJ 534 Quantitative Analysis in Criminal Justice Research (3 credits), CJ 599 Thesis OR CJ 536 Field Study in Criminal Justice (3 credits). Electives = 9 hours, choose from: CRM 450 Drugs and Society (3 credits), CRM 475 Controlling Anger and Aggression (3 credits), CJ 525 Program Planning and Evaluation (3 credits), CJ 530 Profile of the Offender (3 credits), CJ 535 Correctional Counseling (3 credits), CJ 570 Leadership and Supervision of Criminal Justice Organizations (3 credits), CJ 575 Organizational Development and Evaluation of Criminal Justice Organizations (3 credits), CJ 580 Public Policy in the Criminal Justice System (3 credits), CJ 540 Assessing And Developing Performance In Criminal Justice Organizations (3 credits).

#### V. Department of Reading and Language Arts

- a. [Course Revision of RDG594, Diagnosis of Reading and Language Arts Difficulties.](#), to; edit Prerequisites to: [RDG 590 or 591 or 592; admission to Reading & Language Arts M.S. or 6th Year Program.or Advanced certificate Program In Reading And Language Arts.](#)
- b. [Course Revision of RDG595, Remedial and Corrective Techniques in Reading.](#), to; edit Prerequisites to: [RDG 594; admission to Reading and Language Arts M.S. or 6th Year Program.](#)
- c. [Course Revision of RDG596, Clinical Practices in Reading and Language Arts.](#), to; edit Prerequisites to: [RDG 595; admission to Reading and Language Arts M.S. or 6th Year Program.](#)
- d. [Program Addition of ADVANCED CERTIFICATE PROGRAM IN READING AND LANGUAGE ARTS:](#)

Total Credits 12-24. Admission criteria: Students seeking endorsement as a Reading and Language Arts Consultant in the state of Connecticut must apply to the Graduate Office and the Department of Reading and Language Arts for admission to the Advanced Certificate Program. In addition to the general requirements for admission to the Department of Reading and Language Arts program, the candidate must have completed a Master of Science degree in Reading and Language Arts. ADVANCED CERTIFICATE PROGRAM: Non-degree program providing coursework to lead to endorsement as a Reading and Language Arts Consultant in the state of Connecticut are expected to have a Master of Science degree in Reading and Language Arts. ACP students take courses required by the state of Connecticut for Reading and Language Arts Consultant Certification, including prerequisite courses when necessary. The required courses are as follows, for a total of 12 to 24 credit hours of course work: RDG 588 Teaching Children's Literature; RDG 694 Organization, Administration and Supervision of Reading Programs; RDG 696 Practicum for Reading and Language Arts Consultants. Required prerequisites: RDG 594 Diagnosis of Reading Difficulties;

RDG 595 Remedial and Corrective Techniques in Reading; RDG 596 Clinical Practices in Reading.

e. [Program Revision of Master of Science Degree Programs in Reading](#) And Language Arts , to;

Admissions: To apply to the Department of Reading and Language Arts Master of Science degree or Sixth-Year Certificate program, a student must be admitted to the Graduate program. Submit an Application for Graduate Admission, official copies of transcripts and application fee directly to the Graduate Office. The requirements for formal admission to the Master of Science degree program in Reading and Language Arts are explained in the admissions packet distributed by the Graduate Office at the time of application. Admission packets may also be requested from the department or downloaded from the department website at . Admission requirements include (1) letters of recommendation, (2) application essay, (3) department interview, (4) CT certification and experience qualifications, and (5) basic computer literacy. Students seeking endorsement as a Reading and Language Arts Consultant in the state of Connecticut must apply to the Graduate Office and the Department of Reading and Language Arts for admission to the Official Certificate Program. In addition to the general requirements for admission to the Reading and Language Arts Program, the candidate must have completed a Master of Science degree in Reading and Language Arts. Total Number of Credit Hours 30-36.

READING AND LANGUAGE ARTS Department Overview: The Department of Reading and Language Arts is committed to promoting and enhancing quality instruction in reading and language arts. Accordingly, it offers a Master of Science degree program and a Sixth-Year certificate in Reading and Language Arts. The Master of Science degree offers specialization in Classroom Instruction in Reading and Language Arts, and Corrective and Remedial Reading and Language Arts. The Master's program also offers specialization in Reading-Mathematics, Reading-Special Education, and Reading-Educational Technology. The Sixth-Year degree program may include courses leading to a reading consultant certification by the state of Connecticut. An Advanced Certificate Program in Reading and Language Arts is also available for students who have completed a Master of Science degree in Reading and Language Arts. All programs require practicum, clinical or field-based experiences in order to provide students with opportunities to apply their skills under close supervision.

Admission To apply to the Department of Reading and Language Arts Master of Science degree or Sixth-Year Certificate program, a student must be admitted to the Graduate program. Submit an Application for Graduate Admission, official copies of transcripts and application fee directly to the Graduate Office. The requirements for formal admission to the Master of Science degree program in Reading and Language Arts are explained in the admissions packet distributed by the Graduate Office at the time of application. Admission packets may also be requested from the department or downloaded from the department website at . Admission requirements include (1) letters of recommendation, (2) application essay, (3) department interview, (4) CT certification and experience qualifications, and (5) basic computer literacy. Students seeking endorsement as a Reading and Language Arts Consultant in the state of Connecticut must apply to the Graduate Office and the Department of Reading and Language Arts for admission to the Advanced Certificate Program. In



addition to the general requirements for admission to the Reading and Language Arts program, the candidate must have completed a Master of Science degree in Reading and Language Arts. **Program Requirements:** Program Portfolio: A Program Portfolio is required of all Master of Science degree and Sixth-Year Certificate students graduating from the Department of Reading and Language Arts. The student and the program adviser develop the portfolio during the course work phase of the student's program. The portfolio will be a reflection of student competencies from areas recommended by the Connecticut State Department of Education and the International Reading Association. Evidence of membership to a state/regional, national and/or international professional organization in Reading and Language Arts, as well as attendance or participation in state/regional and/or national/international conferences for each year a student is enrolled in the program must be included in the portfolio. CCSU "NT" Account: A CCSU "NT" account is required for all courses in the graduate programs in Reading and Language Arts. An "NT" account may be obtained via the CCSU Computer Center. Mid-Program Evaluation: Students in the Master of Science degree and Sixth-Year Certificate program in Reading and Language Arts must meet with their program adviser following completion of fifteen (15) graduate credits for a mid-program evaluation. For the Master of Science degree candidates, a mid-program evaluation is required for the approval of an application for comprehensive examination or thesis writing. For the Sixth-Year Certificate program candidates, a mid-program evaluation is required for the practicum course. Students are expected to bring in their Program Portfolio for evaluation. **Planned Program Of Graduate Study:**

Following admission, students admitted to the Master of Science degree and Sixth-Year Certificate program in Reading and Language Arts must meet with their assigned program adviser to complete a planned program of graduate study. Only courses approved in the planned program of study will be counted toward graduation. **Master Of Science Degree Programs In Reading And Language Arts:** The Master of Science degree in Reading and Language Arts is designed to increase knowledge and to improve skills of teachers in the area of reading and language arts. The program offers a specialization in Classroom Instruction in Reading and Language Arts to assist students to become more effective classroom teachers in the areas of reading, writing, listening, speaking, viewing, and visually representing. Additionally, the program may include courses leading to a specialization in Corrective and Remedial Reading and Language Arts that will enable students to develop those skills in the corrective and remedial processes of reading and language arts. The program also offers courses leading to specializations in Reading-Math, Reading-Special Education, and Reading-Educational Technology. **The student's planned program of graduate study may total 30-36 credits and**

**should include the following: Research: RDG 598 (3 credits) and Plan A: RDG 599 Thesis OR Plan B: RDG 598 and Comprehensive exam.**

**Area of specialization (18-24 credits):**

**Specialization in Reading and Language Arts:** Specialization in Classroom Instruction in Reading and Language Arts or Corrective and Remedial Reading and Language Arts. Planned program of graduate study will be developed by the student and the program adviser. Program adviser's evaluation of student's needs, background and experiences in reading and language arts will determine the courses for Planned Program. Specialization in Corrective and Remedial Reading and Language Arts requires the clinical sequence, including RDG 594, 595 and 596. The student's planned program of graduate study may include selected courses from the following:

RDG 569 Folktelling Art and Technique

RDG 578 Teaching Writing in the Elementary School

RDG 579 Technology in Reading and Language Arts Instruction

RDG 585 Reading in Content Area

RDG 586 Literacy Instruction for Diverse Populations

RDG 587 Bibliotherapy

RDG 588 Teaching Children's Literature

RDG 589 Creative Language Arts

RDG 590 Current Trends in Developmental Reading K-12

RDG 591 Developmental Reading in Primary Grades

RDG 592 Middle School Level Literacy Development

RDG 593 Developmental Reading in Secondary Schools

RDG 594 Diagnosis of Reading and Language Arts Difficulties

RDG 595 Remedial and Corrective Techniques in Reading and Language Arts

RDG 596 Clinical Practices in Reading and Language Arts

**Reading-Math Specialization:** 12-15 credits each in reading and language arts and mathematics. Planned Program will be developed by the student and the program adviser. Program adviser's evaluation of student's needs, background and experiences in reading and language arts and mathematics will determine the courses for Planned Program. The student's

planned program of graduate study may include selected courses from the following:

Reading and Language Arts

RDG 578 Teaching Writing in the Elementary School

RDG 585 Reading in Content Area

RDG 586 Literacy Instruction for Diverse Populations

RDG 588 Teaching Children's Literature

RDG 589 Creative Language Arts

RDG 590 Current Trends in Developmental Reading K-12

RDG 591 Developmental Reading in Primary Grades

RDG 592 Middle School Level Literacy Development

RDG 593 Developmental Reading in Secondary Schools

Mathematics

Math 506 Teaching Number Concepts in the Elementary Grades

Math 507 Teaching Geometry and Measurement in the Elementary Grades

Math 508 Teaching Probability and Statistics in the Elementary Grades

Math 509 Teaching Algebraic Thinking in the Elementary Grades

Math 534 Techniques in Diagnosis and Remediation for the Teaching of Mathematics -K-12

Math 536 Teaching Number Concepts in the Middle Grades

Math 537 Teaching Geometry and Measurement in the Middle Grades

Math 538 Teaching Probability and Statistics in the Middle Grades

Math 539 Teaching Algebraic Thinking in the Middle Grades

**Reading-Special Education Specialization:** 12-15 credits each in reading and language arts and special education. Planned Program will be developed by the student and the program adviser. Program adviser's evaluation of student's needs, background and experiences in reading and language arts and special education will determine the courses for Planned Program. The student's planned program of graduate study may include selected courses from the following:

Reading and Language Arts:

RDG 578 Teaching Writing in the Elementary School

RDG 579 Technology in Reading and Language Arts Instruction

RDG 585 Reading in Content Area

RDG 586 Literacy Instruction for diverse Populations

RDG 588 Teaching Children's Literature

RDG 589 Creative Language Arts

RDG 590 Current Trends in developmental Reading K-12

RDG 591 developmental Reading in Primary Grades

RDG 592 Middle School Level Literacy development

Special Education

Sped 501 Education of the Exceptional Learner

Sped 506 Foundations of Language for the Exceptional Child

Sped 510 Inclusive Education

Sped 511 Behavioral/Emotional Disorders

Sped 512 Learning Disabilities

Sped 513 developmental Disabilities

**Reading-Educational Technology Specialization:** 12-15 credits each in reading and language arts and math. Planned Program will be developed by the student and the program adviser.

Program adviser's evaluation of student needs, background and experiences in reading and language arts and educational technology will determine the courses for Planned Program. The student's planned program of graduate study may include selected courses from the following:

Reading and Language Arts

RDG 578 Teaching Writing in the Elementary School

RDG 585 Reading in Content Area

RDG 586 Literacy Instruction for diverse Populations

RDG 588 Teaching Children's Literature

RDG 589 Creative Language Arts

RDG 590 Current Trends in developmental Reading K-12

RDG 591 developmental Reading in Primary Grades

RDG 592 Middle School Level Literacy development

Educational Technology

EDT490 Instructional Computing

EDT500 Instructional Design and Evaluation I

EDT 511 Topics in Educational Technology

EDT 512 Computer-Based Instruction

EDT 521 Interactive Multimedia for Instruction I

EDT 531 Interactive Multimedia for Instruction II

EDT 532 Distance Learning and Networking

VI. Department of Educational Leadership

- a. [Course Addition of EDL681, The Superintendency I: Leading District Operations.:](#)

Prerequisites: Admission to Ed.D or 6th year; or chair's permission, based on meeting

requirements for Intermediate Administration Certification. The work of the superintendent from an internal perspective. Operational skills and understandings necessary to manage and coordinate the organizational structures and resources of the district to ensure learning for all students. Three credits. Fall. [G]

- b. [Course Addition of EDL695, Internship in Educational Leadership: The Superintendency I. :](#)

Prerequisites: Admission to Ed.D or 6th year; 092 cert.; 681/682 and/or chair's permission, based on meeting requirements for Intermediate Administration Certification. Part one of supervised administrative internship. Interns apply strategic, organizational, and contextual leadership skills. Students will conduct organizational assessments to design an action plan and initiate the development of a professional portfolio. Three credits. Fall. [G]

- c. [Course Addition of EDL696, Internship in Educational Leadership: The Superintendency II. :](#)

Prerequisites: EDL 695. Also based on meeting requirements for Intermediate Administration Certification. Part two of a supervised administrative internship in the superintendency. Students will complete their professional portfolio. Three credits. Spring. [G]

- d. [Course Addition of EDL705, Leadership to Promote Effective Teaching and Learning.:](#)

Prerequisites: Admission to Ed.D. program. Focus on new research on human learning and teaching. Students explore the leadership implications of this research for the design and support of formal instructional environments aimed at helping all individuals achieve their full potential. Six credits. Summer. [G]

- e. [Course Revision of EDT700, Instructional Design](#)., to; change title to Leadership for Technology in Schools; change course description wording to: "Technology applications to enhance professional practice, increase organizational learning, and enhance productivity. Participants document their progress in meeting TSSA standards, and develop and carry out individualized learning plans". (prerequisite, credits, cycling unchanged).

- f. [Course Addition of EDL682, The Superintendency II: Board and Public Relations.:](#)

Prerequisites: EDL 681 or permission of chair, based on meeting requirements for Intermediate Administration Certification. The work of the superintendent from an external perspective. Creating effective relationships with the Board of Education and the public. Three credits. Spring. [G]

- g. [Course Revision of ED498, Individual Study Project](#). , to; remove [G] credit..

- h. Course Addition of ED 595, Independent Study Project:

Prerequisites: Permission of department chair. Individual or small group directed study of a specific topic under the direction of a faculty member. May be repeated with

different topics for a total of 6 credits. One to three credits. On demand. [G]

i. [Course Revision of EDL719, Inquiry Seminar X: Disseminating Research Findings.](#), to; change course title to EDL 720, Inquiry Seminar XI: Disseminating Research Findings; change Prerequisites to: EDL 718 and permission of doctoral program coordinator.

j. Course Addition of EDL 719, Inquiry Seminar X: Dissertation 4:

Prerequisite: EDL 718. Required continuation of EDL 718 for students who have not completed their dissertations or received approval to enroll in EDL 720. May be repeated for up to six credits over three calendar years. One credit. Fall, Spring, On Demand. [G]

k. [Program Revision of Doctor of Education in Educational Leadership](#), to;

Total credit hours: 63. Foundational Core (18 credits): EDL 705 Leadership to Promote Effective Teaching and Learning (6 credits); EDT 700 Leadership for Technology in Schools (3 credits); EDL 701 & 702 Leading Organizational Change I and II (3 credits each); EDF 700 The Purposes of Education in Schools (3 credits). Research and Dissertation (30 credits required; up to 6 additional credits optional). EDL 710 Inquiry Seminar I: Study of Human and Organizational Learning (2 credits); EDL 711 Inquiry Seminar II: Quantitative Research (3 credits); EDL 712 Inquiry Seminar III: Qualitative Research (3 credits); EDL 713 Inquiry Seminar IV: Study of Organizational Change (2 credits); EDL 714 Inquiry Seminar V: Advanced Research Design (2 credits); EDL 715 Inquiry Seminar VI: Advanced Research Internship (2 credits); EDL 716: Inquiry Seminar VII: Dissertation 1 (2 credits); EDL 717 Inquiry Seminar VIII: Dissertation 2 (6 credits); EDL 718 Inquiry Seminar IX: Dissertation 3 (6 credits); EDL 719 Inquiry Seminar X: Dissertation 4 (1 credit, may be repeated for up to 6 credits over three calendar years); EDL 720 Inquiry Seminar XI: Disseminating Research Findings (2 credits). Specialty Study (15 credits of electives in Administrative Leadership OR Curriculum and Literacy): (1) Administrative Leadership. EDL 610 & 611 School Leadership I and II (3 credits each); EDL 615 & 616 External Environments of School Leadership (3 credits each); EDL 617 Personnel and Program Evaluation (3 credits); BUS 553 Human Resource Management (3 credits); BUS 583 Organizational Leadership (3 credits); EDL 634 Seminar in Curriculum Development (3 credits); EDL 652 Advanced Topics in Educational Leadership (1-3 credits); EDL 680 Educational Planning (3 credits); EDL 681 The Superintendency I: Leading District Operations (3 credits); EDL 682 The Superintendency II: Board and Public Relations (3 credits); EDL 695 & 696 Internship in Educational Leadership: The Superintendency I and II (3 credits each); EDL 697 Readings and Conference (1-3 credits, repeated for up to 6 credits); EDL 690 & 601 Internship I and II (2 credits each). (2) Curriculum and Literacy. RDG 667 Multicultural Literacy in the Classroom (3 credits); RDG 675 Reading and Writing as Integrated Process (3 credits); RDG 680 Current Trends and Issues in Reading and Language Arts (3 credits); RDG 686 Literacy Instruction for Diverse Populations II (3 credits); RDG 698 Research Seminar (3 credits); RDG 700 Promoting Literacy Across the District (3 credits); EDL 634 Seminar in Curriculum Development (3 credits); EDL 652 Advanced Topics in Educational Leadership (1-3 credits); EDL 697 Readings and Conference (1-3 credits, repeated for up to 6 credits).

1. [Course Addition of EDF700, The Purposes of Education in America.](#):

Prerequisites: Admission to Ed.D. program. A critical examination of the social, political, economic, and moral purposes of American education and their implications for goals, curriculum, teaching, evaluation, organization, administration, and financing of education. Three credits. Summer. [G]

VII. Department of Engineering Technology

a. [Course Revision of ET441, Advanced Geometric Dimensioning and Tolerancing.](#), to; change course number to ET 540 (removes undergraduate credit); add to prerequisites: “or permission of department chair”.

b. [Course Addition of ET571, Design/Construction Integration of Structures.](#) :

Prerequisites: ET 470 and ET 471; or permission of department chair. A critical analysis of constructability. Students analyze the implications of design decisions on the construction of concrete, steel and timber projects. Case studies of various construction projects in the Hartford area are utilized. Three credits. On demand. [G]

c. [Course Addition of ET578, Value Engineering for AEC.](#) :

Prerequisites: ET 497 or permission of department chair. Applications of processes related to reducing costs; improving quality and service while increasing customer satisfaction. Concepts of value analysis, cost/benefit, cost modeling and life cycle costing in materials and systems engineering applications. Three credits. On demand. [G]

d. [Program Revision of M.S.E.T. Civil Engineering Technology](#), to; change program title to M.S.E.T.: Civil/Construction Engineering Technology; Add to Specialization: ET 571 OR ET 578, CM 525; Add to Specialization Electives: Choose one course from the following: CM 505, CM 515, CM 535, OR CM 545.

e. [Program Revision of M.S.E.T. Manufacturing/Mechanical](#), to; change program title to M.S.E.T. Manufacturing/Mechanical Engineering Technology.

VIII. Department of English

a. [Program Deletion of Master of Science in English.](#)

IX. Department of Geography

a. [Course Addition of GEOG544, The Geography of World Economic Development.](#) :



Prerequisites: Geog 500 or IS 570 or permission of instructor. Spatial patterns of world economic development with consideration of contemporary changes in selected developing countries. Three credits. Spring. [G]

- b. [Course Revision of GEOG476, Computer Cartography](#)., to;

GEOG 476, Advanced Cartography. Prerequisites: Geog 276, Geog 378, or permission of department chair. Advanced design and production of maps using cartographic/GIS and graphic software. Use of statistical packages to process data for cartographic purposes. No knowledge of computer programming required. Three credits. Spring. [G]

## X . Department of History

- a. [Program Deletion of M.S. in Social Science for Certified Elementary & Secondary School Teachers](#).,.

- b. [Program Revision of Master of Arts in Public History](#), to; change number of credit hours from 30 to 33; add HIST 501, Historiography, to requirements; increase the number of 500-level History courses from 2 (6cr) to 3 (9cr); remove HIST 564 from list of approved History courses; add IS 590 and IS 596 to the list of approved Social Science courses. .

## XI. International Studies Program

- a. [Course Deletion of IS572, Global Economic Integration](#).

- b. [Program Revision of BA in International Studies](#), to; change Regional Specialization to 15 credits; change Directed Electives to 12 credits.

- c. [Program Revision of MS in International Studies](#), to; delete IS 572 from Common Core; add GEOG 544 to Common Core.

## XII. Department of Mathematical Sciences

- a. [Program Revision of Master of Science in Data Mining](#), to; add STAT 575 to list of restricted electives.

## XIII. Department of Modern Languages

- a. [Course Addition of SPAN128, Intensive Intermediate Spanish I](#). :

Prerequisites: One year of college Spanish or equivalent. Equivalent to Spanish

125-126. Development of speaking, reading and writing skills, and awareness of Hispanic cultures. Review of selected grammar. No credit to students with more advanced Spanish coursework. Six classroom hours per week. Open only to non-native speakers of Spanish. Six credits. Fall, Spring, Summer. Skill Area 3. [I]

b. [Course Revision of ITAL120, Intensive Elementary Italian](#)., to; change course number to ITAL 118; change Special Conditions to: Open only to students with one year or less of Italian at the high school level; change cycling pattern to Irregular.

c. [Course Revision of SPAN120, Intensive Elementary Spanish](#)., to; change course number to SPAN 118.

#### XIV. Department of Philosophy

a. [Course Addition of PHIL290, Philosophical Methods](#).::

Introduction to philosophical methods, including research of material, argumentation and writing, and oral presentation of topics within different philosophical traditions. Open only to philosophy majors or minors. Three credits. Fall.

b. [Course Addition of REL250, Japanese Religion](#). :

Survey of Japanese religion from ancient times to the modern era, including Shinto, Confucianism, Buddhism, Taoism, and the new religions. Three credits. Spring (o). Study Area I. [I]

c. [Course Revision of PHIL330, Rationalism and Empiricism](#)., to;

PHIL 330, Early Modern Philosophy . Prerequisite: PHIL 112. European philosophy after the Renaissance to the Enlightenment (17th and 18th centuries). Authors may include: Descartes, Spinoza, Leibniz (rationalists), Locke, Berkeley, Hume (empiricists) and Kant. Topics may include: epistemology, metaphysics, ethics, philosophy of science, political theory and philosophical psychology. Three credits. Fall (o).

d. [Program Revision of Minor in Religious Studies](#), to; add REL 250 to list of appropriate elective courses in Philosophical/Religious Thought..

e. [Course Deletion of PHIL300, Intermediate Seminar](#).

f. [Program Revision of Major In Philosophy](#), to; delete PHIL 300 from Core Curriculum; add PHIL 290 to Core Curriculum.

g. Program Revision of Minor In Philosophy, to; delete PHIL 300 from minor requirements; add PHIL 290 to minor requirements.

#### XV. Department of Political Science

a. [Course Revision of PS315, Technology, Business And Politics I: Cyberspace And Media Politics](#)., to; change title to Internet and Media Politics.

b. [Course Revision of PS 415, Technology, Business And Politics II: From The Industrial To The Information Age](#)., to; change title to Government And Business In The Information Age; add to prerequisites: or permission of chair.

c. [Course Revision of PS480, Government Intern Experience](#)., to; change number of credits to four (4).; add to prerequisites: or for graduate students, permission of department chair.

d. [Course Revision of PS481, Intern Seminars And Research](#)., to;

Prerequisites: Junior or Senior status with 2.50 grade point average or higher; or for graduate students, permission of department chair. Seminars, a paper analyzing the internship experience, and research projects related to work assignments of PS 480 are required. Open only to students currently enrolled in PS 480. Four credits. Fall, Spring. [G]

e. [Course Revision of PS482, Government Intern Experience](#)., to;

Prereq.: Junior or senior or graduate status; a minimum of 3.00 grade point average unless special exception is granted by the internship advisor in consultation with the department chair. Must be taken concurrently with PS 483. Students who apply and are admitted to this internship are assigned to work on a full-time basis, five days per week, with the state legislature or administrative department or agencies. Cannot be taken by students who have completed PS 480 and 481. No more than 4 credits of PS 482 may be applied toward a Political Science major. By application. Eight credits. Fall, Spring. [G]

f. [Course Revision of PS483, Intern Seminars And Research](#)., to;

Prereq.: Junior or senior or graduate status; a minimum of 3.00 grade point average unless special exception is granted by the internship advisor in consultation with the department chair. Must be taken concurrently with PS 482. A series of seminars, assigned readings, a paper analyzing the experience and completion of a substantial research project related to work assignment of PS 482. No more than 4 credits of PS 483 may be applied toward a Political Science major. Eight credits. Fall, Spring. [G]

## XVI. Department of Sociology

a. [Course Revision of SOC433, Independent Studies in Sociology](#)., to;

SOC 433, Independent Studies In Sociology. Advanced study and projects in sociology of special interest to students under the supervision of one or more department members. May be taken for 1, 2 or 3 credits. May be repeated for a maximum of six (6) credits. One to three credits. On demand.

## XVII. Department of Special Education

a. [Course Revision of SPED519, Action Research](#)., to;

SPED 519, Plan C) Action Research In Special Education. Prerequisites: Admission to MS in Special Education; ED 598; and completion of 18 credits in Special Education. Introduction to action research in special education. Students will identify a topic, conduct a literature review, formulate an appropriate research plan and complete the research as the capstone (plan C) requirement of the Master's Degree in Special Education. Three credits. Fall, Spring. [G]

b. [Program Revision of Master of Science Program For Students Already Certified in Special Education](#) ., to;

Total number of credit hours: 30. General Education Elective (3 cr.). Professional Education (6 crs.): One of the following: EDF 500 Contemporary Educational Issues (3), EDF 516 School and Society (3), EDF 524 Foundations of Contemporary Theories of Curriculum (3), EDF 525 History of American Education (3), EDF 538 The Politics of Education (3), EDF 583 Sociological Foundations of Education (3); And SPED 566 Pupil Personnel Services in Special Education. Specialization (15 cr.): Electives - Students usually take 15 cr. of advanced-level course work in special education. Up to 6 cr. of related course work from other departments may be included at the adviser's discretion. (15) Research (6 cr.): SPED 519 (Plan C) Action Research In special Education (3), ED 598 Research in Education (3). Plan C is the only capstone experience.

c. [Program Revision of Master of Science Program For Students With Certification In Other Areas](#) of Education , to;

This program has two strands and is designed for students who have Connecticut certification in elementary education or a Connecticut 7 - 12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social science, integrated science, mathematics, or physics. Strand A leads to a Master's Degree and does not provide coursework to lead to a cross endorsement in special education. Option B leads to both a Master's degree and provides coursework that may lead to a cross-endorsement for either elementary or secondary (including middle level) special education. **Strand A:** Completion of Planned Program Does Not Lead to Certification (30 credits). Professional Education (12 cr.): One of the following: EDF 500 Contemporary Educational Issues (3), EDF 516 School and Society (3), EDF 524 Foundations of Contemporary Theories of Curriculum (3), EDF 525 History of American Education (3), EDF 538 The Politics of Education (3), EDF 583 Sociological Foundations of Education (3); and ED 598 Research in Education (3), SPED 566 Pupil Personnel Services in Special Education (3), SPED 519 Action Research in Special Education (3). Specialization (15 cr.): Choose 6 credits from: SPED 511 Behavioral/Emotional Disorders (3), SPED 512 Learning Disabilities (3), SPED 513 Developmental Disabilities (3). Choose at least 9 credits from \*: SPED 506

Foundations of Language for the Exceptional Child (3), SPED 510 Inclusive Education (3), SPED 530 The Family, the School and the Handicapped Child (3), SPED 536 Introduction of the Autistic Child (3), SPED 560 Crisis Intervention in the Schools (3), SPED 578 The Juvenile Offender as an Exceptional Learner (3), SPED 580 The Special Education Teacher as Consultant (3), SPED 590 Early Intervention for Infants, Toddlers and Preschoolers with Special Needs (3) \* = Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics.

Elective (3 cr.): Students choose an additional course with their advisor to complete 30 credits. **Strand B:** Completion of Planned Program Leads to an Endorsement in Special Education (36 - 39 credits). Professional Education (9 cr.): One of the following: Credits EDF 500 Contemporary Educational Issues (3), EDF 516 School and Society (3), EDF 524 Foundations of Contemporary Theories of Curriculum (3), EDF 525 History of American Education (3), EDF 538 The Politics of Education (3), EDF 583 Sociological Foundations of Education (3); and ED 598 Research in Education (3), SPED 519 Action Research in Special Education (3). Specialization (27 - 30 cr.): SPED 511 Behavioral/Emotional Disorders (3), SPED 512 Learning Disabilities (3), SPED 513 Developmental Disabilities (3), SPED 514 Cognitive Behavior Management and Social Skills Strategies (3), SPED 515 Assessment in Special Education (3), SPED 516 Instructional Programming for Students with Exceptionalities (3), SPED 517 Instructional Methods for Students with Special Needs - Elementary (3) or SPED 518 Instructional Methods for Students with Special Needs - Secondary (3), SPED 520 Seminar for Special Educators (3), SPED 521 Student Teaching in Special Education - Elementary (6) or SPED 522 Student Teaching in Special Education - Secondary (6) or SPED 523 Practicum in Elementary Special Education (3) or SPED 524 Practicum in Secondary Special Education (3).

#### XVIII. Department of Technology Education

- a. [Course Revision of TE399, PROFESSIONAL STRATEGIES OF TECHNOLOGY EDUCATION TRAINING.](#), to; change Prerequisites to: TE 199 or permission of department chair.
- b. [Course Revision of TE410, COMMUNICATION SYSTEMS.](#), to; change Prerequisites to: CET 113, MFG 121, and GRT 212; for graduate students, admission to MS Program in Technology Education.
- c. [Course Revision of TE411, ANIMATION GRAPHICS.](#), to; change prerequisites to: GRT 112 or MFG 121 or MFG 122; for graduate students, admission to MS Program in Technology Education.
- d. [Course Revision of TE412, COMPUTER-AIDED PUBLISHING.](#), to; change prerequisite to: CET 113; for graduate students, admission to MS Program in Technology Education.
- e. [Course Revision of TE420, MANUFACTURING SYSTEMS.](#), to; change prerequisites to: MFG 118 and TE 215; for graduate students, admission to MS Program in Technology Education.

- f. [Course Revision of TE428, RESEARCH AND EXPERIMENTATION.](#), to; change prerequisites to: Completion of 18 hours of CET, EMEC, MFG, GRT, or TE courses; for graduate students, permission of department chair.
- g. [Course Revision of TE430, TRANSPORTATION SYSTEMS.](#), to; change prerequisites to: EMEC 114, TE 213 and TE 214; for graduate students, admission to MS Program in Technology Education.
- h. [Course Revision of TE445, CONSTRUCTION SYSTEMS.](#), to; change prerequisite to: TE 215; for graduate students, admission to MS Program in Technology Education.
- i. [Course Revision of TE450, TECHNOLOGICAL ENTERPRISE.](#), to; change prerequisite to: Junior standing and TE 420; for graduate students, admission to MS Program in Technology Education.
- j. [Course Revision of TE459, TECHNOLOGY EDUCATION IN THE ELEMENTARY SCHOOL.](#), to;

TE 459, ELEMENTARY-SCHOOL TECHNOLOGY EDUCATION. Technology education activities suitable for elementary school. Integrating such activities with elementary curricula. Three credits. Irregular. [G]

- j. [Course Revision of VTE113, Analysis and Teaching of Vocational-Technical Education I.](#), to;

VTE 113, Introduction to Teaching Vocational Technical Education. Introduction and application of current learning theories, Connecticut teaching standards, motivational theories, classroom management, assessment techniques, laboratory safety procedures, and basic writing of lesson plans and behavioral objectives as applied to Vocational Technical Education. Three credits. Fall, Spring, Summer.

- k. [Course Revision of VTE116, Analysis and Teaching of Vocational-Technical Education II.](#), to;

VTE 116, Teaching Vocational Technical Education. Prerequisites: VTE 113. Students develop sample planning units and present prepared lessons unique to Vocational Technical Education that include theory, demonstration, and teaching strategies. Development of portfolios based on the BEST program will be integrated into the course. Three credits. Fall, Spring, Summer.

- l. [Program Revision of Technology Education Major, B.S.](#), to; Changes To General Education Requirement Specifications: 1. Students may choose HIST 261 OR HIST 262; 2. COMM 115 or 140 are added as a recommended course. 3. MATH 115 is changed from a requirement to a recommended course. 4. STAT 104 is added as a required course. Changes To Technical Requirements (updating of course designators): Technology Education majors are required to take CET 113, EMEC 114, MFG 118, MFG 121, GRT 212 and TE 213, 214, 215, 410, 420, 430, 445, and 450.

## XIX. Department of Finance.

- a. Course [Revision of FIN425, Financial Derivatives.](#), to; change Prerequisites to: FIN301, 310 and 320; for graduate students, permission of department chair..

## XX. Department of Theatre

- a. [Course Addition of TH101, Performance Practicum.](#):

Provides an hour per week for students to co-ordinate production activities for all Theatre Department shows. These activities might include backstage work, publicity, performance or direction. This hour will also include regular workshops on topics relevant to the theatre industry. Course to be repeated 6 times for majors, 3 times for minors. One credit. Fall, Spring.

- b. [Program Revision of Major in Theatre, B.F.A. Acting](#), to;

48 TH credits required as follows: TH 101 (repeated 6 times), 111 or 121, 126, 135, 145, 235, 236, 246, 253, 275, 338, 347, 373 or 374, 483, 484; and 3 credits selected from 351, 447 or 456; 12 additional credits of Theatre electives are also required.