Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 11.12.032B

TO: President Jack Miller

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Curriculum Committee Report of 4/4** is presented to you for your consideration.

2. This motion was adopted by the University Senate on **4/9/2012**.

3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.

4/30/2012
Date

BB for CB
Candace Barrington, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Jack Miller

1. Motion Approved : ✓
2. Motion Disapproved:_____ (Explanatory statement must be appended).
3. Action "is deferred":_____
4. Resolution Noted:_____
5. Other:_____

5/7/12
Date

President Jack Miller

To: Faculty Senate
From: Don Adams, Chair of the Curriculum Committee
Date: 4/9/2012

On April 4, 2012, the Curriculum Committee met and approved the following items. On behalf of the Curriculum Committee, I submit these items for the approval of the Faculty Sentate at its meeting on Monday, April 9, 2012.

1. Computer Electronics and Graphics Technology

1.1. Undergraduate Course Revision: CET 243

***Revised Course*:** CET 243 Analog Electronics I 3
Prereq.: CET 233 or CET 236. Semiconductor and the p-n junction theory. Structure, parameters, performance characteristics, of diodes, bipolar and field effect transistors, operational amplifiers and special semiconductor devices. Basic circuit analysis, synthesis, and laboratory experiments; emphasize building circuits, troubleshooting, and using instruments to measure quantities, and observe phenomena. 3 hr Lecture/2 hr Laboratory per week. Fall.

1.2. Undergraduate Course Revision: CET 323

***Revised*:** CET 323 Analog Electronics II 3
Prereq.: CET 243. Discrete and linear integrated circuits and their applications. Topics include multistage and power amplifiers, operational amplifiers, oscillators, voltage and current regulators, passive and active filters. Analysis, synthesis, and laboratory experiments emphasize building circuits, simulation, troubleshooting, and using instruments to measure quantities and observe phenomena. 3 hr Lecture/2 hr Laboratory per week. Spring.

1.3. Undergraduate Course Revision: GRT 112: change description from "Three hours lecture" to "Two hours lecture"

1.4. **Undergraduate Course Revision: GRT 212**: add "Fall" cycling to description.

1.5. Undergraduate Course Revision: GRT 222: change description from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

1.6. Undergraduate Course Revision: GRT 232: change description from "Three hours lecture" to "Two hours lecture" and change "Irregular" cycling to "Spring"

1.7. Undergraduate Course Revision: GRT 242: change description from "Three hours lecture" to "Two hours lecture"

1.8. Undergraduate Course Revision: GRT 332: change description from "Three hours lecture" to "Two hours lecture" and change "Spring" cycling to "Irregular"

1.9. Undergraduate Course Revision: GRT 362: change description from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling to "Spring"

1.10. Undergraduate Course Revision: GRT 432: change description from "Three hours lecture" to "Two hours lecture" and change "Fall" cycling to "Spring"

1.11. Undergraduate/Graduate Course Revision: GRT 442: change cycling from "Fall" to "Spring"

1.12. Undergraduate/Graduate Course Revision: GRT 462: add cycling "Fall"

2. Counseling and Family Therapy

2.1. Graduate Course Addition: CNSL 505 cross-listed with MFT 505

CNSL 505 Counseling and Human Development Across the Lifespan 3
The nature and needs of persons at all developmental levels with a focus on the physical, cognitive, emotional, and social aspects of growth. Psychosocial theories of development and counseling models will be addressed as they apply to the stages of the lifespan. Cross listed with MFT 505. No credit given to students with credit for MFT 505.

MFT 505 Counseling and Human Development Across the Lifespan 3
The nature and needs of persons at all developmental levels with a focus on the physical, cognitive, emotional, and social aspects of growth. Psychosocial theories of development and counseling models will be addressed as they apply to the stages of the lifespan. Cross listed with CNSL 505. No credit given to students with credit for CNSL 505.

3. English

3.1. Undergraduate Course Revision: ENG 110

3.2. Graduate Program Revision: Master of Science in Teaching English to Speakers of Other Languages (TESOL)

Master of Science in Teaching English to Speakers of Other Languages (TESOL)

Program Rationale:

The Master of Science degree in Teaching English to Speakers of Other Languages (TESOL) is a plan of study especially designed for those students with an interest in language and linguistics who wish to work with non-English speaking students here or abroad.

The TESOL program prepares teachers to use modern methods to meet the varying instructional needs of students of English as a second language or foreign language while encouraging such students to maintain their native languages and cultural competencies. Students receive a thorough grounding in practical skills and methods of language teaching to develop communicative competence and appropriate academic skills in English and to become professionally competent on issues involving the nature of language and language acquisition and the role of language in society.

Program Learning Outcomes:

Graduates of the program will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:

a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages

b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages

c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages

d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background

2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:

a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds

b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals

3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:

a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning

b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities

c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment

d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons

e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners

f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

Admission:

To qualify for the Master of Science degree program in TESOL, an applicant must have completed three credits of study in a second language (non-native speakers of English may use English to satisfy this requirement). An applicant must have a GPA of 3.00 on a four-point scale both in overall undergraduate and (if applicable) graduate course work. An applicant who does not meet all of the requirements satisfactorily may be admitted conditionally at the discretion of the department, with a cumulative GPA between 2.40 and 2.99.

Applicants must submit the following to the Graduate Admissions Office:

- Graduate Application Form;
- Official undergraduate and (if applicable) graduate transcripts from every institution attended except CCSU; and
- Application fee.

To the English Department (Attn. TESOL Coordinator), at the same time that application materials are submitted to the Graduate Recruitment and Admissions Office:

- Letter of application detailing reasons for wishing to pursue graduate study in TESOL and career plans and goals in TESOL

- Two letters of recommendation from individuals familiar with the applicant's academic or professional work

No applications will be considered until all materials have been received. Applications will be evaluated by the department on an ongoing basis.

Before degree candidates register for course work they should read the program brochure and consult with their assigned advisors at the start of their programs. Additional information may be obtained from the advisor and in this catalog under General Information.

Course and Capstone Requirements:

This program offers Plan A (33 credits plus a thesis) and Plan B (36 credits and a comprehensive examination).

TESOL Specialization (21 credits):

LING 400 Linguistic Analysis 3

LING 496 TESOL Methods 3

LING 497 Second Language Acquisition 3

LING 512 Modern Syntax 3

LING 513 Modern Phonology 3

LING 515 An Introduction to Sociolinguistics 3

One course from:

LING 530 Topics in Theoretical and Applied Linguistics 3

LING 533 Second Language Composition 3

LING 535 Second Language Testing 3

LING 596 TESOL Practicum 3

Research (3 credits):

LING 598 Research in TESOL and

Applied Linguistics

Professional Education (6 credits):

At least one of the following courses and an additional course in the same area:

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 an additional course (3 credits) at the 500 level as approved by advisor

All planned programs and course sequences must 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 in the program. Plan A students take LING 599 Thesis while writing the thesis.

Plan B students take one more general elective course. General electives are graduate course offerings as approved by the student's advisor, courses drawn from the departments of anthropology, English, modern languages, geography, history, political science, or other relevant fields.

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.

4. Management and Informations Systems

4.1. Undergraduate Course Addition: MIS 300:

MIS 300 Project Management for Business 3
Prereq.: MIS 201 (C- or higher) or permission of department chair, and admission to the upper division of the Business School. Effective practices for management of business projects. Topics include definition and organization of projects; techniques for optimizing time, resources and cost; use of Information Technology tools for project management support.

4.2. Undergraduate Course Revision: MIS 400:

***Revised Course*: MIS 400 Business Analytics and Decision Support 3**
Prereq.: MIS 315 (C- or higher) or permission of department chair, and admission to the upper division of the Business School. Investigation of methodologies, tools, and processes that support business decisions. Topics include decision making processes, data warehousing, data mining, text and web mining, and business

performance management. Fall.

4.3. Undergraduate Course Revision: MIS 410:

***Revised title*:** Business-Driven Infrastructure Design

***Description/cycling revision*:** change the sentence "Design and price a large enterprise network." to "Design and price a portion of a large enterprise network." Add "Spring" cycling at the end of the description.

4.4. Undergraduate Course Revision: MIS 462:

***Revised title*:** IT Project Management and System Implementation

***Revised description/cycling*:** IT best project management practices. Topics include IT project organization, management, and implementation; vendor-client relationships; communication with stakeholders; and working with local and virtual teams. Group project related to implementation of an Information System. Spring

4.5. Undergraduate Program Revision: Major in Management Information Systems B.S.

Students must complete the 27-credit common business core requirements plus the following 30 credits:

Management Information Systems Core (27 credits)

MIS 220 Contemporary Business Applications Development I 3
MIS 300 Project Management for Business 3
MIS 305 E-Business 3
MIS 315 Database Management Systems 3
MIS 361 Systems Analysis and Design for Business 3
MIS 400 Business Analytics and Decision Support 3
MIS 410 Business-Driven Infrastructure Design 3
MIS 450 Enterprise Strategies and Transformations 3
MIS 462 IT Project Management and System Implementation 3

Directed Management Information Systems Electives (3 credits)

MIS 210 Application Program Development I 3
MIS 312 Contemporary Business Applications Development II 3
MIS 460 Emerging Technologies for Business 3
MIS 494 Independent Study in MIS 3
MIS 496 Practicum in Management Information Systems 3
MIS 498 Information and Decision Sciences Seminar 3

Consultation with an advisor is recommended if the student wishes to pursue a specific specialization and career goal.

No minor is required for this major.

5. Mathematics

5.1. Undergraduate/Graduate Course Revision: MATH 250

***Revised Course*:** MATH 400 Introduction to Mathematica 4
Preq.: MATH 221, and either MATH 228 or MATH 226 (C- or higher). Introduction to the symbolic computation package Mathematica. Emphasis on applications and independent research. Fall.

5.2. Undergraduate Course Revision: STAT 201: add "Skill Area II" to the end of the description

6. Physical Education and Human Development

6.1. Undergraduate Course Addition: DAN 234:

DAN 234 Ballroom Dance 1
International and American styles of ballroom dance including Latin rhythm and smooth standard dances. Partnering, lifts, and pre-competition preparation are included. Irregular. Study Area I [I]

6.2. Undergraduate Course Addition: DAN 398:

DAN 398 Contemporary Dance Technique 2
Contemporary dance as it applies to becoming a dance educator, performer or movement specialist. Training in Graham Technique and contemporary styles from various cultures. Study Area I [I]

7. Special Education

7.1. Graduate Course Revision: SPED 516 : add "SPED 502 or equivalent," before "511, 512, 513." in the prerequisite line

7.2. Graduate Course Revision: SPED 517: add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

7.3. Graduate Course Revision: SPED 518: add "RDG 503 or equivalent," before "SPED 515, 516." in the prerequisite line

7.4. Graduate Course Revision: SPED 521:

***Revised course*:** SPED 521 Student Teaching in Special Education - Elementary 3
Prereq.: SPED 517 and permission of the Director of Field Experiences. Eight week supervised student teaching in elementary special education classrooms, agencies, or institutions. Attendance at on-campus seminars is required.

7.5. Graduate Course Revsision: SPED 522:

***Revised course*:** SPED 522 Student Teaching in Special Education - Secondary 3

Prereq.: SPED 518 and permission of the Director of Field Experiences. Eight week Supervised student teaching in secondary special education classrooms, agencies, or institutions. Attendance at on-campus seminars is required.

7.6. Graduate Course Revision: SPED 523:

***Revised course*:** SPED 523 Practicum in Special Education - Elementary 3
Prereq.: SPED 517. Supervised practicum in elementary special education classrooms, agencies, or institutions. Summer.

7.7. Graduate Course Revision: SPED 524:

***Revised course*:** SPED 524 Practicum in Special Education - Secondary 3
Prereq.: SPED 518 and permission of department chair. Supervised practicum in secondary special education classrooms, agencies, or institutions. Summer.

7.8. Graduate Course Revision: SPED 541:

***Revised course*:** SPED 541 Person-Centered Planning 3
Prereq.: Admission to Master's Degree Program. Emphasizes the person-centered planning process from a school to post-school options for students with disabilities. Promotes the use and values of compatibility analyses, self-determination, and natural supports. Irregular.

8. Assign Study Area III GenEd credit to FYS 103

9. Report of the CCSU Faculty Senate Ad Hoc Committee for General Education: By a vote of 26 to 1, the committee approved the motion that the committee recommend to the Senate the formation of an Implementation Committee which will proceed on the basis of the design proposed by the Ad Hoc committee, with amendments (1)-(3) below:

(1) Allow variable credit (3 or 4) for the Critical Inquiry Seminars, which includes the possibility of allowing the requirement to be filled by one 3- credit course, two 2-credit courses, or one 4-credit course.

(2) Delete from item C.1.a of the design the clause which requires entering Freshmen (or an adequate sample thereof) with at least three sequential years of one foreign language to be proficiency tested. The item will now read simply: "Three sequential years of one foreign language at the high school level."

(3) 400-level courses in General Education cannot be taken for graduate credit, and 400-level courses bearing graduate credit cannot be taken for General Education credit.

(4) In a separate vote, after some members had left to teach 4pm classes, by a vote of 14 to 5, the committee approved the motion that the committee recommend to the Senate that a Wellness requirement (that would be satisfied by PE 144 and possibly other classes) be added to the design proposed by the Ad Hoc committee.