

**Central Connecticut State University**  
UNIVERSITY SENATE ACTION

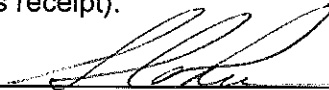
**Senate Motion Number FS 13.14.009B**

TO: President Jack Miller  
FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Fall 2013 Graduate Studies Committee Report** is presented to you for your consideration.
2. This motion was adopted by the University Senate on **12/09/2013**.
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. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.
  - a) By **12/16/2013**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
  - b) By **01/03/2014**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

**12/16/2013**

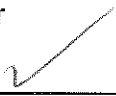
Date

  
\_\_\_\_\_  
Stephen Cohen, President, University Senate

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**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: \_\_\_\_\_

12/18/13  
Date

  
\_\_\_\_\_  
President Jack Miller

## Graduate Studies Committee Report to SENATE, Fall 2013

### Policies passed during the FALL 2013 Academic Semester

#### **Graduate Studies Policy Changes**

##### New Graduate Studies Policies

- 1) Departmental Admissions deadlines were changed to allow a department to opt out of the graduate school deadlines if it chooses to do so. To implement this, each department needs to internally discuss the issue, and if they choose to let the current dates remain, they need make no response. The following resolution was approved by the GSC:

*“Admissions deadlines may be altered at the department’s request to accommodate department priorities.”*

- 2) Revision of Application Requirements for International Students  
This policy has slight changes to the process. International applications need professional evaluation. Graduate Admissions needs to determine if students have a BA from similar institutions to US institutions. There are a number of agencies that they work with including National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Policy is as follows:

##### **International Students**

International applicants must meet all regular requirements for admission. In addition, applicants must submit a satisfactory score on the Test of English as a Foreign Language (TOEFL), when required.

International applicants must submit the following information in addition to the application form, application fee, and any program-specific application requirements:

1. An Affidavit of Support (Declaration of Finance) form, which includes provisions for indicating and verifying financial capability and responsibility (not applicable for students in programs that are completed entirely on-line). This form and supporting documents should be sent to the Center for International Education at CCSU, Barnard Hall, Rm. 123.
2. Official transcripts and records of undergraduate and graduate studies from all institutions attended.
3. Original translations of academic records produced and verified by the educational institution in the home country, or by a U.S. academic credential translation service, if such materials are not in English. Official notarized copies of originals are acceptable as well.

4. An original foreign credentials evaluation report from a member of the National Association of Credential Evaluation Services (NACES) or by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). A list of NACES members can be found at <http://www.naces.org/members.htm>. The evaluation should include verification of the U.S. equivalent of a bachelor's degree from a regionally accredited institution.
5. Unless waived by the University, proof of competency in English as indicated by the Test of English as a Foreign Language (TOEFL) with a score of no less than 550 on the paper-based test, 213 on the computer-based test, or 79 on the Internet-based test (iBT); a 6.5 on the IELTS is also acceptable.

NOTE: Conditional Admission may be offered if an international student meets all academic and departmental requirements for admission, including the approval of the graduate school, but demonstrates "insufficient English language proficiency" by a TOEFL score that does not meet the CCSU graduate school requirements but has at least a score of 485 (paper), 160 (computer), 56 (IBT), or 5.5 on the IELTS.

International student application deadlines are May 1 for the fall semester and November 1 for the spring semester. Please refer to the graduate studies website for program specific deadlines under "Applying" at [www.ccsu.edu/grad](http://www.ccsu.edu/grad). For important information prior to arriving at CCSU, international students should visit the CIE website at [www.ccsu.edu/CIE](http://www.ccsu.edu/CIE). Click on International

### **Department Policy Changes**

Policy changes for **Admission** to the following programs are recommended for the Department of Educational Leadership-Sixth year program and the STEM MS program.

#### **Department of Educational Leadership-The Sixth Year Program**

##### Program Rationale:

This program is designed to prepare graduates to serve in administrative roles within public and private school organizations. The Sixth-year degree program leading to intermediate level certification (092) is a 30 credit hour program and is designed to scaffold learning opportunities for students. Successful graduates will be eligible for certification as an intermediate administrator/supervisor (092).

##### Program Learning Outcomes:

Students in the program are expected to:

- understand how learning occurs and how people process information, acquire skills, and develop thoughtful inquiring minds;
- apply change theory to create continuous organizational renewal processes;
- use a variety of approaches to assess student learning, teacher development, parent satisfaction, and organizational effectiveness;
- be able to collaborate with colleagues, parents, and local business and social organizations to create optimum learning environments; and
- understand the legal, ethical, and policy environments of their work as school administrators.

### Admissions Requirements

Admission to this program is limited and highly competitive. The department accepts applications for spring and summer terms only.

All application and supporting materials for admission to the program must be received by November 1 for the spring term and March 1 for the summer term. Admission to the Sixth-Year Certificate program will be based on the following criteria:

#### Prerequisites:

- Possess a master's degree from a regionally accredited institution of higher education (transcript submitted from university to Office of Graduate Studies)
- Attained a 3.00 minimum post-baccalaureate cumulative grade-point average (GPA) on a four-point scale or its equivalent
- Have a minimum of three years of teaching experience and possess, or be eligible for, a Connecticut teaching certificate (Students who do not hold an educator's certificate issued by the Connecticut State Department of Education must also pass Praxis I)

Submit the following directly to the Department of Educational Leadership:

- Two letters of reference from school administrators (submit letters directly to the Department of Educational Leadership)
- A formal essay which has two focal points (1) the reasons that led the candidate to the area of school leadership, and (2) future career goals (submit letters directly to the Department of Educational Leadership)

Submit the following to the Graduate Studies Office:

- Official transcripts for all courses and degrees must be sent directly to the Graduate Recruitment and Admissions office. Hand-delivered transcripts will not be accepted. Complete the application form and submit the \$50.00 processing fee to the Graduate Recruitment and Admissions Office. This fee is non-refundable.

Interview:

- The interview with faculty will take place after all materials have been received. Interviews will be held in November/December and March/April. Decisions will be communicated to applicants by December and May.

### **SCIENCE IN STEM EDUCATION FOR CERTIFIED TEACHERS**

#### **Admission requirements:**

The MS STEM Program is for K-12 certified teachers who 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. Teachers who do not teach one or more of the STEM disciplines (science, technology education, engineering education, or math) may be required to take additional content courses.

**Program Rationale:** The MS in STEM Education for Certified Teachers will prepare certified K-12 teachers in the trans-disciplinary areas of Science, Technology, Engineering and Mathematics (STEM). Courses are aligned with National and/or CT state content standards in each discipline: Science, Technology, Engineering, and Math, and the Common Core for Mathematics and Language Arts. Does not lead to CT state teacher certification or cross-endorsement.

In line with the STEM philosophy, courses will integrate the STEM disciplines and provide teachers with the skills necessary to move away from the traditional way of teaching discrete subjects towards a more comprehensive way of addressing the science, technology, engineering, and mathematics disciplines for use in the classroom to prepare students for 21<sup>st</sup> century college skills and career readiness.

**Program Learning Outcomes:**

Graduate students are expected to demonstrate:

- Integrating and applying the practices of scientists and engineers into curriculum, instruction, and assessment for use in the classroom
- Understanding of the role of inquiry in curriculum, instruction, and assessment
- Integrating the crosscutting concepts of STEM into curriculum, instruction, and assessment
- Applying disciplinary core ideas of STEM into curriculum, instruction, and assessment for use in the classroom
- Constructing a research plan and carry out independent research on a STEM topic

Report on Scholarships

The Scholarship Committee deliberated on Graduate Academic Awards and Outstanding Scholar Awards and recommended three students for **Outstanding Scholar**:

Kyle Testerman	Biological Sciences
Boleslaw Pawlowicz	Technology Management
Charles (Chip) Dumais	Educational Leadership, Ed.D.

**Graduate Academic Award (37 awarded)**

Burton "Skip" Callahan	Counselor Education
Cristina M. Hall	Geography
Evan Ostrowski	Physical Education
Chelsea Pitvorec	Communication
Corina Real Lopes	English
Rachael Gibney	Marriage & Family Therapy
Ryan McMahon	Special Education- For Teachers
Melissa Yennie	Educational Leadership, M.S.

Jennifer Wright	Reading & Lang Arts, SYC
Adriana Garcia-Acosta	Technology Management
Andrew Hendrickson	Data Mining
Karolyn Andrews	Mathematics Education
Erik LaBranche	Actuarial Science
Kathleen Flanagan	Art Education
Melissa Desko	International Studies
Katy De Leon	Computer Information Technology
Candace Corbeil	General Psychology
Simona Caruso	Modern Languages- Italian
Sulva Bray	MAT- Natural Sciences
Melissa Tynik	Reading and Lang Arts, M.S.
Chris Scioscio	Technology Education
Sandra Sabella	Engineering Technology
Brian Barao	Criminal Justice
Ala'a Alsaqri	TESOL
Lyndsey Hazzard	Elementary Ed
Tara Riley	Educational Studies w/ Specialization
Marc Rivadeneyra	Biological Sciences
Stacey Broden	Education Leadership in Math, SYC
Kimberly Pantoja	Biomolecular Sciences
Diane Pacini	Anesthesia
Jillian Pompose	Natural Sciences
Lorene Wright	History

Kristen Kujawski	Early Childhood Education
Amanda Nicholas	Public History