**Graduate Studies Meeting MINUTES for October 18, 2018**

3:00-4:30 Sprague-Carleton Student Center

The meeting of October 18, 2018 was called to order at 3:02 p.m.

Attending: Chae, A; Cintron, A; Ciscel, M; Cohen, R; Davis, M; DiPlacido, J; Fallon, M; Gardner, P; Glaser, L; Holt, J; Konieczny, L; Lee, C; Leong, C; Leonidas, E; Mackey; M; Merenstein, B; Mitchell, M; Mulcahy, C; Nicholson, B; North, M; Park, S; Passaro, M; Pozorski, A; Rodriguez, C; Schwartz, R; Shen, X; Simmons, R; Singhal, R; Sohn, YM: Thornton, E; Zlatareva, N;

Eric Leonidas-Chair

There were two changes to the minutes—one major, one minor: M Cistulli added to the present column; typo corrected: T added to “The first GSC meeting.” All presented voted in favor of amending the minutes; they passed unanimously.

The chair reminded us to see the below dates for all upcoming meetings and to arrange to have representatives as relevant curriculum sub committee meetings. We still need committee representatives for the Policy subcommittee.

*Student Academic Awards and Outstanding Scholar*

The chair urged members to pay attention to the awards process for student academic awards and the outstanding scholar award. You can one nominee for both. Chairs should double check that the student nominees have the right number of credits to earn the award. Nov 9 is last date to submit award letters.

All award winners get a combined total of $5000 – on the basis that it is a surprise award and does not help attract students. That amount will be split evenly among number of students put up for the award. Please send in a name for the academic award for the student. For the outstanding scholar, students need to have credits remaining, as they need to be able to use the award money to apply to spring tuition. Gina Montano circulated a message to all chairs with eligible students.

The Awards subcommittee will meet in the second week of November to determine the winner of the Outstanding Scholar Award for all schools.

On Thursday, 10/25 the Thesis subcommittee was scheduled to meet in the 1849 room from 9-10:30. Below are relevant dates for the remaining major committee and subcommittee meetings.

|  |  |  |
| --- | --- | --- |
| Graduate Studies Committee  November 15, Sprague Carleton, 3:00  January 31, Sprague Carleton, 3:00  March 7, 1849 Room, 3:00  April 11, Sprague Carleton, 3:00 | Curriculum Subcommittee  November 8, Blue White Room, 3:00  January 24, Blue White Room, 3:00  February 28, Blue White Room, 3:00  April 4, Clock Tower Room, 3:00 | Policy Subcommittee  October 25, Clock Tower Room, 3:00  November 29, Clock Tower Room, 3:00  February 7, Clock Tower Room, 3:00  March 21, Clock Tower Room, 3:00  April 18, Clock Tower Room, 3:00 |

Fall Dates and Deadlines

* October 24, 2018- Winter Intersession 2018-2019 registration begins
* November 1, 2018- Recruitment Grant proposals due in Dean’s office (see separate flyer)
* November 2, 2018- Spring 2019 registration begins
* November 6, 2018- Final submission of theses and dissertations to Graduate Studies for inclusion in December 2018 commencement booklet
* November 9- Last day to submit nominations for Academic Award and Outstanding Scholar
* December 8, 2018- Last day of classes
* December 8, 2018- Deadline to submit final Thesis/Special project to Dean of School of Graduate Studies for December degree award
* December 16, 2018- Award date for fall completion; Fall Commencement Ceremony
* December 27, 2018- Winter Intersession classes begin
* December 30, 2018- Last day to drop a winter course without “W”

Glynis Fitzgerald -Dean

The deadline for the recruitment grant proposal is November 1. As of the date of the meeting, only one proposal had been sent in.

With registration beginning in November, the committee was encouraged to work with students to register early. We need accurate numbers but also to reflect enrollment increases within the graduate school.

November 6 is the deadline for students to submit their final projects (approved) if they want their names and project titles to be included in the booklet for December graduation. For this ceremony, students will receive two tickets. If they want unlimited tickets, they should plan to walk in May. If the project title does not make it into the November booklet, then it will be published in spring.

Marketing is collecting fun, interesting, exciting anecdotes for the December graduation. Stories can apply to students graduating in December or who graduated in August.

* *Comprehensive Exam registration/reporting*

We may reconsider the deadline for registering students to take the comprehensive exam. Graduate studies sets the deadline in October because they know how much faculty preparation is involved. If faculty are willing to be more flexible, the deadline can be more flexible, too. The deadline can be re negotiated based on faculty preference.

If you register someone, but don’t report a result, then Grad Studies waits until end of semester for the recorded grade. If the grade is not reported, Grad Studies gives the student an F. Faculty should better communicate with Graduate Studies so they better know what to do with the student record. Further, if a student does not sit for the exam, but registered, let Graduate Studies know the student plans to take the exam at a later date.

* *Higher accountability for HSC/IRB submissions*

If faculty have a student doing work with human subjects, faculty should take the lead in submitted paperwork for the HSC process; sometimes the proposals look like they come in from a student or are not professional. Grad Studies has been willing to massage the proposals in the past; however, now if a submitted proposal is unprofessional, Graduate Studies will call in the faculty to fix the proposal and send it back.

* *Ensuring we include time outside of class in course design*

As a component of the recent accreditation review process, NEASC asked for robust sample of syllabi; in some cases, the university learned, with different modes of content delivery, it is not obvious we are completing the 15 hours of instructional time expected for each credit hour the student earns; syllabi also have to demonstrate that faculty expect students to complete 2-3 hours of work outside of class for every one hour of credit earned. (The UG policy is set at three hours of outside work for each credit hour.)

This counting will become more formal in the next few years, especially for hybrid or online courses. Southern states have rigorous process where work is measured and equated for numbers of minutes and hours. This is especially true for grad level courses. The reason is that institutions want to know students are fulfilling requirements attached to student aid that comes from the federal government; we need to give students what they are paying for.

There currently is no template – but the dean would like one; is this something the online learning committee could work on? The graduate school has always led the way in online learning, and we could start by looking at a template for programs that are wholly online (programs and classes). The IDTRC has templates we can look at.

GSA: President, Andres Cintron

The GSA added a finance officer to the team; now, in fact, there is a finance committee, with a chair and two other members. The GSA will work on budget and scholarship applications.

Please see the Oct newsletter. If directors would like to add things to communicate to the graduate population, the GSC is looking for collaboration; they want other graduate students to know what is going on in the graduate committee. The chair said it would be useful to be linked online, and we can send the link as a part of the minutes. The GSA can work though web request system to add information to their website. Ralph Cohen suggested it go to the discipline Presidents of each GSA. We only know the chapter leaders who submitted a budget this year, but every student gets the newsletter.

Scholarships closed out 9/29. The GSA received 29 conference research scholarships. It took a while to approve them; they were approved the third week of October. The GSA felt limited in the amount of money they could provide each applicant. In order to fund as much as possible, they asked to pull from the reserve fund, which was granted. As society budgets had been approved, student leaders can expect to receive notifications. The goal for communicating results of the application process was 45 days after the deadline closed. The GSA president wants to write to all who applied—those who received an award will hear the week of 10/21.

He will also write to those who did not get funding.

The amount available for funding correlates directly with the number of students enrolled. When the graduate school grows, then the amount of funds will grow as well.

Events of interest include:

* The open house, where GSA board members represented the student body;
* Homecoming, where GSA will tailgate;
* Zumba, 10/27;

The thesis workshop moved to 10/24, in the Philbrick Room. At the time, only six students registered, but we know there are many students working on a thesis. Please encourage all students currently working to attend. Faculty are invited to attend.

The next meeting 11/5 – open to interested students and faculty: The Clocktower Room at 7:00.

Graduate Recruitment and Admissions: Assoc. Director Pat Gardner

* Fall 18 Graduate Open House results

Pat Gardner thanked all faculty who attended the fall open house and for talking with prospective students.

She reported that registration for the event was almost the same as last fall: 185 students registered to attend, while 136 attended; this is compared to 186 who registered last fall and 159, who attended.

Pat will look at each student who registered as a HOT lead and follow up with all students who registered; program directs will receive a list of students who registered and did or did not attend.

NEXT STEPS include sending questionnaire to students who attended. It is very important to encourage these interested students, as they make a difference in increasing the number of applicants. Students who applied as a result of the open house had their application fee waived.

Under the new application system, the timing it takes to complete the application will vary. Some students seem to be waiting until they have everything together – including personal statements and writing samples, for example -- before they submit applications to the graduate school. Students have ability to submit an incomplete application; if they submit in two separate steps, they will be told they need to upload the writing sample separately, via email to grad studies.

Once the admissions office has the application, transcripts, and GPA calculation, grad studies uploads the application. If directors would like a list of applications and status, Pat can run report to give sense of what you have for an applicant pool.

Standing Committees

**CURRICULUM**- Chair: Laura Jacobson (Eric Leonidas presenting)

* See the report from October 11, attached as an Appendix below. The agenda was presented as a consent agenda, and all voted in favor.

**POLICY**- Chair: Mike Davis

* Report from September 27 (sent as attachment)

MASTER IN PUBLIC POLICY PROGRAM

The new admission policy went to sub committee with learning outcomes and etc. They moved that application materials include two letters of recommendation, a 750 word-essay discussing their rationale for applying and career aspirations. The proposal was moved, seconded, and passed unanimously.

PROPOSAL TO CLARIFY THE POLICY FOR HIRING OUTSIDE FACULTY

The committee seeks to articulate current practice: To hire teaching faculty based on graduate teaching credentials (a terminal degree) in a related discipline or significant experience in the field. The committee will put this in writing for the Dean. There is no obvious place to publish this policy: not in the catalogue, in the handbook for students, in committee by-laws. The policy will live in the minutes online.

It is possible also to include this in a faculty handbook that the Senate is re-writing. They are working on a chairs’ handbook. All members voted to approve publishing the new policy in the minutes. [See Appendix B below]

PROPOSAL TO CHANGE OFFICIAL DEADLINES FOR FALL AND SPRING

We are trying to increase the applicant pool by moving out official application deadlines for fall and spring. The policy subcommittee decided to leave the current policy in place; this policy includes the traditional deadline and the regular extension of the deadline. This will allow for committees to process applications in advance of the fall semester deadline. We also don’t want applications to come in too late to process; faculty will not move fast on decisions during the summer.

CONFERRAL DATES

There has been general support for having the graduate school confer degrees after the winter term. This would mean it confers degrees not three but four times per year: May, August, December, and January. The graduate studies office supports this as well. The motion was moved and seconded, followed by some discussion:

An undergraduate can walk in December if they have six credits or fewer to graduate. A graduate students needs to have four credits left (or fewer) to walk in spring graduation. Their thesis project would need to have been submitted. For the winter commencement, the gradate student would need to have everything completed in the fall.

The motion passed.

**SCHOLARSHIP**- Chair: To be named

* No report

AWARDS – meeting second week of Nov

**Non-Graded APPEALS**- Chair: Ralph Cohen

* Proposal for members to be selected ad hoc

A proposal for members to be selected on an ad hoc basis comes from the standing committee of bylaws. The committee would like to suspend the by laws to make an ad hoc committee for non graded appeals, as, currently, the committee does not seem to be adequately staffed. We need flexibility to allow the chair to see the case and then select committee members from the GSC to make appropriate committee to make a decision. Leonidas moved; David seconded; the proposal passed unanimously.

New Business

* Suggestions from membership

No suggestions.

After receiving a motion to adjourn, we adjourned at 4:07 p.m.

Respectfully submitted, and fondly,

Aimee Pozorski, GSC Secretary

Appendix

**GRAD Curriculum Subcommittee Minutes**

October 9, 2018, Blue/White Room

Attending: Jacobson, L; Fitzgerald, G; Holt, J; Ciscel, M; Merenstein, B; Park, S; Hassan, S; Thornton, E; Holt, R; King, C; Smith, R; Castaneda, N; Snyder, J; Robinson, C; Rachler, R; Watson, S; Leonidas, E;

(Links to all items on the GRAD agenda can be found here: [GRAD Agenda](https://ccsu.smartcatalogiq.com/Curriculum-Management-System/Dashboard/Curriculum-Dashboard/?&workbox=%7b6EBC4C56-90AF-4291-A3A2-10B5C1CD4AC3%7d&field=%7bBF6BE2BF-98A9-414A-9F02-573ECA2D94A0%7d&value=Graduate%20School))

AP=Approved as Proposed

AA=Approved as Amended, with emendation noted

|  |  |  |
| --- | --- | --- |
| **Type** | **Name** | **Rationale/Action** |
| Change Program | [Applied Linguistics M.A.](https://ccsu.smartcatalogiq.com/?sc_itemid=%7bB0B93825-3654-4ECE-91EB-4D1FE5871321%7d&item=%7bA8D63A18-E0D4-4DCC-ADD1-5B45440AA40D%7d) | AP |
| Change Program | [Biomolecular Sciences M.A.](https://ccsu.smartcatalogiq.com/?sc_itemid=%7bB0B93825-3654-4ECE-91EB-4D1FE5871321%7d&item=%7b5469A35A-B19D-4130-A978-7AA3DD21BBAF%7d) | Postponed (no representative present) |
| New Course | [CM 560 Architecture for Construction Managers - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b4AA07F27-5118-43C8-957B-F79601AF7ABB%7d) | AP |
| Change Course | [CNSL 568 CNSL 568 Foundations of Addictions Counseling - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bF76BEE7A-34F1-4B31-8B80-543812AC4600%7d) | AP |
| Change Course | [CNSL 575 Counseling Individuals with Co-occurring Mental Health and Substance Use Disorders - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bFB67727A-356E-4C8B-B6DA-DA6B5D5887FB%7d) | AP |
| Change Course | [ECON 428 State and Community Economic Development - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bEE8A8C42-B020-451C-8ECB-B0C61BA6B31A%7d) | AA: Prereq “or admission to MPP” |
| Change Course | [ECON 435 Economic Development - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bE6A9C087-C1B6-4170-BAF4-847F30F8F580%7d) | AA: Prereq “or admission to MPP” |
| Delete Course | [IS 571 International Diversity and Integration](https://ccsu.smartcatalogiq.com/?sc_itemid=%7bADFF6ADE-B95D-482A-9838-623BC7F35434%7d&item=%7bD83DA7F8-81D0-4D5E-93F5-99C3A883825A%7d) | AP |
| New Course | [LING 500 Linguistic Analysis - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b06E73966-4204-4C3A-8765-35933818BD4A%7d) | AA Title: “Advanced Linguistic Analysis” |
| New Course | [LING 506 Methods in TESOL I - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7bFF1A4E1B-F6A7-444F-9AE1-737E03DFEA49%7d) | AP |
| New Course | [LING 507 L2 Acquisition Theory - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b271970DF-5B48-4AEE-901B-4509D14D4398%7d) | AA Title: “Second Language” for L2 |
| Change Course | [LING 512 Syntactic Theory - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bA3A3AFF9-D849-4A3D-98CB-E47AAAA7C0B2%7d) | AP |
| Change Course | [LING 513 Phonological Theory - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7b5EC12F18-4953-4417-AE47-EA83B20EBD0B%7d) | AP |
| New Course | [LING 514 Variation and Discourse - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b580DE243-F77D-4549-A5F3-795B4D9EC0FB%7d) | AA Title “Variation and Discourse Theory” |
| Change Course | [LING 515 Language Policy and Planning - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7b5DADB847-0020-45ED-AB4E-FB143199F857%7d) | AA Title “Language Policy and Planning Theory” |
| Change Course | [LING 530 Topics in Applied Linguistics - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7b37F60D2E-D178-41AB-851F-6D3831422322%7d) | AA Title “Advanced Topics in Applied Linguistics” |
| New Course | [LING 531 English Historical Linguistics - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7bF726EC8D-9C58-43C7-BF25-35F86FA71D42%7d) | AP |
| Change Course | [LING 533 L2 Composition - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7b31F40D6C-B795-494A-B13C-97CBBD4EAB56%7d) | AA Title “Second Language …” |
| Change Course | [LING 535 L2 Testing - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bA3BCA2A2-1AE4-47DB-92CA-F20AC427065A%7d) | AA Title “Second Language Assessment” |
| New Course | [LING 538 Methods in L2 Content - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b07CC9F5D-8F01-489C-825E-1238A7F7B37C%7d) | AA Title “Methods in Second Language Content Instruction” |
| New Course | [LING 550 Internship in Applied Linguistics - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b962CFDBF-F033-4C35-8664-CCC1977E079E%7d&item=%7b60092F03-11D1-475E-B2D1-8FA0E6DB50CA%7d) | AA Title “Internship” |
| Change Course | [LING 596 Methods in TESOL II - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7bD4436215-7857-4BA2-8051-C86C10AB0BBE%7d) | AP |
| Change Course | [LING 598 Research in Applied Linguistics - 3 credits](https://ccsu.smartcatalogiq.com/?sc_itemid=%7b06FA7B65-D30A-48D2-A50B-BDE2CE8DEC14%7d&item=%7b73ED36D1-FC16-4F4F-A31D-B1CCAF488898%7d) | AP |
| Change Program | [Official Certificate Program in TESOL](https://ccsu.smartcatalogiq.com/?sc_itemid=%7bB0B93825-3654-4ECE-91EB-4D1FE5871321%7d&item=%7bF11617B0-07EB-45C7-AFDE-9B2A35C6F51C%7d) | AP |
| Change Program | [Post-Baccalaureate Teacher Preparation in French, Italian, and Spanish For Secondary Education](https://ccsu.smartcatalogiq.com/?sc_itemid=%7bB0B93825-3654-4ECE-91EB-4D1FE5871321%7d&item=%7bF0CF8AA8-7A50-4091-B041-1ACA7B8F3C0A%7d) | Pulled from agenda. |

Appendix B: Policy Changes Approved as Proposed

**GSC Policy Committee Meeting, September 27, 2018**

3 -4:30 pm, Clock Tower Room, Student Center

(Agenda update 9/27/18)

Item A: Proposed Change in the deadlines for Counselor Education MS programs from March 1 to February 1

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Counselor-Education-with-Specialization-in-Clinical-Professional-Counseling-M-S>

<http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Counselor-Education-with-Specialization-in-School-Counseling-MS>

<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Counselor-Education-with-Specialization-in-Student-Development-in-Higher-Education-M-S>

*Passed as submitted unanimously, sent forward to Grad Studies Committee*

Counselor Education with Specialization in Clinical Professional Counseling M.S.

## Program Rationale:

The Clinical Professional Counseling specialization prepares students to pursue employment in a variety of mental health and rehabilitation agencies. Students may choose a track in Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, or Clinical Addictions Recovery Counseling. The Clinical Professional Counseling specialization provides the foundational coursework necessary for individuals interested in certification as Certified Rehabilitation Counselors (CRC) and/or meeting State of Connecticut Department of Public Health requirements for becoming a Licensed Professional Counselor (LPC) and Licensed Alcohol and Drug Counselors (LADC). There are additional post-master's training requirements for both LPC and LADC candidates. The Clinical Professional Counseling specialization is accredited by the Commission of Rehabilitation Education (CORE).

## Program Learning Outcomes:

Students in the program will be expected to:

* Exhibit behaviors and attitudes appropriate to the clinical professional counseling profession;
* Demonstrate pertinent and professionally relevant knowledge in the 10 CORE areas and 9 NBCC curriculum content areas;
* Demonstrate professional behaviors and practice in professional and rehabilitation counseling settings;
* Demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor; and
* Demonstrate core skills that provide the foundations to understand the professional and rehabilitation counseling process and become more aware of one's interpersonal interactions.

## Admission Requirements for Clinical Professional Counseling

Applicants must hold a bachelor’s degree from a regionally accredited institution of higher education. Admissions to the School Counseling, Clinical Professional Counseling, and Student Development in Higher Education programs are made on a competitive basis only one time per year. All applications must be completed and received by ~~March 1~~ **February 1** for fall admission. Candidates for admission will be considered on the basis of the following criteria:

1. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00 point scale where A is 4.00.
2. Three recommendations from individuals able to testify to the student’s suitability as a prospective counselor.
3. A 2–3 page typewritten (double spaced) essay describing the following:
4. Reasons for entering the counseling profession.
5. Personal and professional experiences that influenced you to pursue the counseling profession.
6. Personal characteristics you believe will contribute to your success as a counselor.

(4) A personal interview by the program’s faculty admissions committee. The committee will assess the student’s personal attributes and life experiences that might contribute to the student’s potential for success as a professional counselor.

The admissions application, application fee, and official transcripts from each college/university (except CCSU) where any course has been taken must be sent directly to the Graduate Recruitment and Admissions Office.

Instructions for uploading the essay and for obtaining and submitting the recommendation letters will be found within the graduate online application.

Contact: 860-832-2154

Counselor Education with Specialization in School Counseling M.S.

## Program Rationale:

The School Counseling Program prepares students for professional careers as counselors in elementary, middle, and high schools. Emphasis is on a comprehensive and developmental model of school counseling that is described in the National Standards for School Counseling of the American School Counseling Association and a document entitled "Best Practices for School Counseling in Connecticut." The curriculum follows the standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the certification requirements of the Connecticut State Department of Education.

## Program Learning Outcomes:

Students in this program will be expected to:

* demonstrate knowledge of theory, practice, and ethical standards relative to the practice of school counseling;
* demonstrate appropriate counseling techniques and interventions for use within the academic, career, and personal/social domains;
* demonstrate the ability to consult and collaborate with teachers, staff, administrators, and community-based organizations in understanding and meeting the needs of all students;
* promote understanding and appreciation for diverse populations and cultures; and
* demonstrate knowledge of federal and state laws pertinent to the role, function, and services of the school counselor.

**Admission Requirements for School Counseling:**

Applicants must hold a bachelor’s degree from a regionally accredited institution of higher education. Admissions to the School Counseling, Clinical Professional Counseling, and Student Development in Higher Education programs are made on a competitive basis only one time per year. All applications must be completed and received by ~~March 1~~ **February 1** for fall admission. Candidates for admission will be considered on the basis of the following criteria:

1. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00 point scale where A is 4.00
2. Three recommendations from individuals able to testify to the student’s suitability as a prospective counselor
3. A 2–3 page typewritten (double spaced) essay describing the following:
   1. Reasons for entering the counseling profession.
   2. Personal and professional experiences that influenced you to pursue the counseling profession.
   3. Personal characteristics you believe will contribute to your success as a counselor.
4. A personal interview by the program’s faculty admissions committee. The committee will assess the student’s personal attributes and life experiences that might contribute to the student’s potential for success as a professional counselor.

The admissions application, application fee, and official transcripts from each college/university (except CCSU) where any course has been taken must be sent directly to the Graduate Recruitment and Admissions Office.

Instructions for uploading the essay and for obtaining and submitting the recommendation letters will be found within the graduate online application.

(Contact: 860-832-2154)

Counselor Education with Specialization in Student Development in Higher Education M.S.

## Program Rationale:

The mission of the student development master's degree program is to prepare graduates to function effectively as student development specialists in rapidly changing institutions of higher education. Students are trained to understand and to meet the developmental needs of college students, taking into account worldviews and expectations which are influenced by age, ethnic background, national origin, gender, sexual orientation, disability status, and other "non- traditional" perspectives. Graduates are prepared to function as student affairs professionals in higher education settings, such as student activities, academic advising, career counseling, orientation, first-year experience programs, residence halls, and learning centers.

## Program Learning Outcomes:

Students in the program are expected to:

* demonstrate knowledge of theory, practice, and ethical standards relative to the practice of student development in higher education;
* demonstrate appropriate counseling, advising, and group facilitation techniques for use with students, staff, and faculty in higher education;
* demonstrate the ability to collaborate with colleagues throughout their institutions for purposes of creating and assessing learning experiences for students;
* identify a wide range of world views based on culture and life experience, including their own, and use this understanding to communicate effectively across cultural and personal differences; and
* demonstrate knowledge of federal and state laws pertinent to roles and functions of student affairs professionals and to the responsible management of colleges and universities.

## Admission Requirements for Student Development in Higher Education

Applicants must hold a bachelor’s degree from a regionally accredited institution of higher education. Admissions to the School Counseling, Clinical Professional Counseling, and Student Development in Higher Education programs are made on a competitive basis only one time per year. All applications must be completed and received by ~~March 1~~ **February 1** for summer admission. Candidates for admission will be considered on the basis of the following criteria:

1. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00 point scale where A is 4.00
2. Three recommendations from individuals able to testify to the student’s suitability as a prospective counselor.
3. A 2–3 page typewritten (double spaced) essay describing the following:
   1. Reasons for entering the counseling profession.
   2. Personal and professional experiences that influenced you to pursue the counseling profession.
4. Personal characteristics you believe will contribute to your success as a counselor.A personal interview by the program’s faculty admissions committee. The committee will assess the student’s personal attributes and life experiences that might contribute to the student’s potential for success as a professional counselor.

The admissions application, application fee, and official transcripts from each college/university (except CCSU) where any course has been taken must be sent directly to the Graduate Recruitment and Admissions Office.

Instructions for uploading the essay and for obtaining and submitting the recommendation letters will be found within the graduate online application.

Contact: 860-832-2154

Item B: Admission Policies for new MPP Political Policy

*Passed unanimously as modified (shown in green underlined bold), sent forward to Grad Studies Committee*

**Master in Public Policy**

**Program Rationale**

The Master of Public Policy program prepares students to engage in public policy analysis and program evaluation.  After completion of their core courses, students may select elective courses to meet their own policy interests and career goals in the public policy field.

**Program Learning Outcomes**

1.     Lead and manage in public governance:

a.     Demonstrate expertise on local, state, and the federal government as applicable;

2.     Participate in and contribute to the policy process:

a.     Analyze policy issues/problems using different methodologies;

b.     Identify, evaluate, and communicate evidence-based policy.

3.     Analyze, synthesize, think critically, solve problems, and make decisions:

a.     Apply expertise in techniques used in managing government operations;

b.     Appraise and apply the skills of social science research methods.

4.     Articulate and apply a public service perspective:

a.     Communicate public interest based on ethical reasoning and democratic participation;

b.     Incorporate and value principles of democracy, public transparency, and consensus building.

5.     Communicate and interact productively with a diverse and changing workforce and citizenry:

a.     Apply major concepts, skills, processes, and policies in public service management;

b.     Employ cultural competencies and appreciation of diversity in collaborations.

**Program Emphases**

Students enrolled in the Master in Public Policy program may focus in one of the following areas:

* U.S. Policy
* Political Governance and Advocacy
* Community and Regional Policy

**Program Prerequisites**

To be considered for admission to the Master in Public Policy Program, students must meet the following requirements:

1. ~~Applicants must have a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have an undergraduate GPA of 3.0 or higher.~~  **Applicants must have a minimum undergraduate GPA of 3.00 on a 4.00 scale (where A is 4.00), or its equivalent, and a 3.00 GPA in all post-baccalaureate coursework.**

2. Applicants must submit the following materials to the Graduate Recruitment and Admissions Office: The graduate school admissions application, the application fee, and all undergraduate and graduate transcripts, if applicable. (Transcripts from Central Connecticut State University are not required.) ~~Applicants should also send their GRE scores to the Graduate Admissions Office.~~

~~3.  Applicants must submit the following materials to the Political Science Department - Two letters of recommendation and two essays.  Students must write a 500-word essay that discusses the student's academic record as it relates to the public policy field as well as the student's rationale for pursuing a public policy degree.  The second essay of 250 words should discuss the student's career aspirations and any opportunities for career preparation that the student has had~~.  **Applicants must also submit the following materials: two letters of recommendation from professionals in a relevant or related field, and one 750-word essay that discusses: (a) the student's academic and professional records as they relate to the public policy field; (b) the student's rationale for pursuing a public policy degree; and (c) the student's career aspirations. Instructions for uploading the letters and essay will be found in the graduate online application.**

~~3.~~ **2.** All application materials must be received ~~by the Graduate Recruitment and Admissions Office and the Department of Political Science~~ no later than May 1 for fall admission **or November 1 for spring admission.** Applicants who do not meet the admissions deadline but meet the admissions requirements may enroll in courses on a non-matriculated basis subject to course availability.

~~Contact: 860-832-2967~~

Item C: Second Consideration of a New Policy to Establish Requirements for Faculty Rank Relative to the Courses They Teach

*The newly proposed policy was passed unanimously as modified (shown in green underlined bold), sent forward to Grad Studies Committee*

Last April, the following draft policy was sent to the full GSC for consideration at its September 20, 2018 meeting:

**Policy for Hiring Outside Faculty [Draft]**

All those teaching graduate courses must hold a terminal degree in their discipline and must be full-time tenured or tenure-track faculty. In exceptional circumstances, or in cases where specific professional expertise is required, an individual with significant related qualifications who does not hold the terminal degree may be hired. In such cases, the hiring department must request approval in writing and provide a detailed justification for the hire to the deans of the relevant college(s) and of the School of Graduate Studies.

Following discussion at that meeting, the draft was sent back to the Policy Committee for modification. The newly proposed policy is:

**Graduate Teaching Credentials**

Those teaching graduate courses must hold a terminal degree in their discipline **or in a closely related field**. In exceptional circumstances, or in cases where specific industry-based expertise is required, an individual with significant related qualifications who does not hold the terminal degree may be hired. In such cases, the hiring department must request approval in writing and provide a justification for the hire to the ~~dean of the relevant college~~ **relevant academic Dean** and to the Dean of the School of Graduate Studies.

Item D: Proposal to Change the General Graduate Application Deadlines.

http://www.ccsu.edu/grad/admission/deadlines.html

*This item was discussed, and no proposal was sent forward.*

A GSC member requested that the general application deadlines be changed from June 1 to August for Fall, and from November 1 to December for Spring. This will be discussed.

Item E: Proposal for a Modified Process of Assigning Conditions for Conditionally Admitted Graduate Students

*This item was tabled for further discussion.*

The Dean has asked for a review of our practice of admitting students conditionally. We will discuss policies to:

1. limit conditions to 1 semester (ideally)
2. minimize the differences in conditions given to different students.

Item G: Addition of a Graduate Degree Conferral Date after the Winter Term

*Passed unanimously and sent forward to Grad Studies Committee*

This proposal was included in an item on a previous agenda, at our November 30, 2017 meeting, as part of a discussion about addition of a Winter commencement ceremony. At that time, the addition of this fourth conferral date, to join May, December, and August, was quickly approved. However, the following part of the policy change was not addressed at the subsequent full GSC meeting.

The language describing the current three-date policy appears in two places:

The School of Graduate Studies Handbook (2017-2018), Section XI, p 35

(http://www.ccsu.edu/grad/resources/files/GRADUATESCHOOLHANDBOOKJUNE\_2017.pdf)

Eligibility for Graduation

Upon completion of all applicable course and capstone requirements for the doctoral degree, master’s degree, or sixth-year certificate, student are eligible to receive their degree and to graduate. However, degree award and graduation are not automatic. While a student may have completed all applicable course and capstone requirements for their program, every degree candidate is required to notify the university about program conclusion by filing a graduate-level Application for Graduation form with the School of Graduate Studies. Not submitting an Application for Graduation form in a timely manner may result in failure to receive the appropriate degree for the requested semester. Further, if a degree- seeking student fails to finish all requirements by the completion date indicated on the submitted Application for Graduation, a new application must be filed.

Central Connecticut State University confers degrees ~~three~~ **four** times during the academic year: May, August, ~~and~~ December**, and January.** Students expecting to receive degrees during any of these periods must complete all applicable program requirements by the last official day of the semester or session in which the degree is to be awarded.

The CCSU Graduate Online Catalog

(http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Graduation-Policies-and-Requirements/Application-for-Graduation)

Application for Graduation

Degree award and graduation are not automatic. While a student may have completed all applicable course and capstone requirements for his or her program, every degree candidate is required to notify the University about program conclusion by filing a graduate-level Application for Graduation form with the School of Graduate Studies by the due date as listed on the University calendar in the semester in which they intend to graduate. Not submitting an Application for Graduation in a timely manner may result in failure to receive the appropriate degree for the requested semester. Further, if a degree-seeking student fails to finish all requirements by the completion date indicated on the submitted Application for Graduation, a new application must be filed.

Central Connecticut State University confers degrees ~~three~~ **four** times during the academic year: May, August, ~~and~~ December**, and January.** Students expecting to receive degrees during any of these periods must complete all applicable program requirements by the last official day of the semester or session in which the degree is to be awarded