Graduate Studies Meeting MINUTES for April 23, 2015

3:00-4:30 Sprague-Carlton Rm. Student Center

Attendees: G. Fitzgerald, S. Seider, M. Anton, R. Cohen, M. Davis, E. DePeau, K. Farrington, P. Gardner, S. Kirstukas, S. Koski, R. Kumar, N.Lee, P. Lisi, M. Martin, G. Mejia, B. Nicholson, E. Phillips, L. Reynolds, D. Sianez, N. Thai, H. Vedeler, W. Wang

Called to order: 3:04pm

Susan Seider-Chair:
1) Welcome to the last meeting of the semester.
2) Minutes from April 2, 2015; review and vote by membership. Motion made, seconded. **Approved.**
3) Please make copies of agendas and minutes for meetings to avoid over printing.
4) FALL 2015 and spring 2016 GSC and SUBCOMMITTEE MEETING SCHEDULE will be sent by email in the next few weeks.

Dean Glynis Fitzgerald's Notes:
1) Graduate Assistantships –
•   Hiring new & renewals – The current positions are now all posted through CACE. If your position is filled it or you need it taken down, contact the Dean's office.
•   Requests are due July 1st, (earlier submission is highly recommended)
•   New option available for hiring – semester or annually (must meet GA requirements)
Full year hires are encouraged.
•   International students must submit additional paperwork to Human Resources (contact Norma Rivera, x22305)

2) Graduate Internships: Paid internships through the State of Connecticut
•   Pending Carl's decision on allocations, no one is officially hired until the Provost decides on the allocations.
•   Reminder GA appointments must be approved before offering the position to a student.

3) Comprehensive Exams – results are due, please submit if you haven't done so already.

4) Graduate Orientation – **June 10 -**Student Center, Alumni Hall Please hold date for your availability if someone in your program attends.

5) Commencement - Kaiser 7pm, May 14, 2015
  Marshalls and hooders are still needed. Larger programs can accommodate more than one hooder.
  Training - May 13th in Kaiser Gymnasium at 1pm.

6) Enrollment
  FT enrollment down a bit. Continuing number are also lower. Please encourage registration. If your program is over or under enrolled, contact Dean Fitzgerald. For next year, if it is appropriate, consider a conditional admittance.

Graduate Housing: There will be space in new dorm and James Hall. Eight rooms are available.

7) Graduate Research & Creative Presentation Day – April 28th, 4:30 – 6:30 pm, Alumni Hall

8) Full Scholarship for exceptional out of state student. The Dean will have one scholarship available next fall.

The Dean wanted to publically thank Susan Seider for her service as Chair of the Graduate Studies Committee. She not only will be leaving the committee, but will be retiring as of August 1. She also wanted to say thank you to the chairs of the Subcommittees for all of their hard work this year.

GSA Update: Chad Williams-Bey, President, NONE

Graduate Admissions Director Pat Gardner
Enrollment information as of April 20, 2015

Full time:

- Incoming applications: 434 compared to 448 at this time last year.
- Incoming accepted: 150 compared to 135 at this time last year.
- Incoming enrolled: 43 compared to 58 at this time last year.
- Continuing: 318 compared to 331at this time last year.

Part Time:

- Incoming applications: 310compared to 285 at this time last year.
- Incoming accepted: 136 compared to 117 at this time last year.
- Incoming enrolled: 30 compared to 19at this time last year.

  Total part time: 501 enrolled compared to 414 at this time last year.

The Dean reminded the Committee that the jump in FY 2015 numbers is due to the new MBA program. All programs need to do their best to increase enrollment.

Please get the decisions back to the graduate admissions office as soon as possible.

Recruitment: The Graduated Admissions office will always be available to support departments in their recruitment efforts and to collaborate where needed. They have worked on the Ed.D. Leadership Forum, the Sustainability forum. They are currently working with Marriage and Family Therapy, Counseling, Physical Education and others. Contact Pat Gardner.

Standing Committees

CURRICULUM- Chair: Eric Leonidas: New Curriculum chair for 2015-16 is *Laura Jacobson*.

Members: Shuju Wu, L. Reynolds, L. Jacobson (sec.), E. Thornton, S. Seider (ex-officio (*PLEASE REMEMBER: Curriculum sheets need to be signed by the Dean, Graduate Studies in order to be considered at GSC Curriculum meeting.)

Biomolecular Science, Educational Leadership, International Studies, and Psychological Science.

The consent agenda consisted mainly of minor changes and revisions. #9 BMS struck from the consent agenda at the request of Michael Davis.

Motion made to pass the Consent agenda, minus #9. Seconded, **Approved.**

9	**Course Revision**	BMS	506	Biosynthesis, Bioenergetics and Metabolic Regulation	[SEST] [GS]	2015-04-06 10:44:54

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BMS-Biomolecular-Sciences/500/BMS-506

Change title to: Cellular Metabolism and Energetics

Change to catalog description: TO: Study of the biochemical reactions that sustain life in connection to their role in biological system.

Passed as amended.

#9, BMS: There was some confusion since the original catalog description is longer than what is given in the consent agenda. Discussion concluded that only the minor change was included in the Consent Agenda.   Motion made to pass #9, BMS. Seconded, **Approved.**

25	**Course Revision**	COMM	406	Case Studies in Public Relations	[CLASS] [GS]	2015-03-05 12:02

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/400/COMM-40

Delete from description: This is a link course with COMM 506.

Change credits to: 4

Change cycling to: Spring

Amended: Delete from COMM 506 description: This is a link course with COMM 406.

Delete: no credit given for students who have taken 406

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/COMM-Communication/500/COMM-506

Passed as amended.

41	Comm Addition	**COMM**	**539**	**Advanced Public Relations and Social Media**	**[CLASS][GS] 2015**	**=03-06 16:34:08**

Edit description: Examines how brands utilize social medial tools to effective reach their audience. Surveys the latest research on social media usage, audiences and trends. Students produce a social median consultancy report for a non-profit.

Passed as amended.

Educational Leadership	

48	**Course Addition**	EDL	735	Special Topics in Leadership (no existing special topics course – provides flexibility) **Passed as written.**	[SEPS] [GS]	2015-03-27 11:35:44
49	**Program Revision**	Doctor of Education in Educational Leadership			[SEPS] [GS]	2015-03-31

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Doctoral-Programs/Educational-Leadership-Ed-D

Change description to:

Educational Leadership Ed.D.

Program Rationale

The doctorate in educational leadership (Ed.D.) is designed for delivery to cohorts of full-time educational professionals on weekends, evenings, and during the summer. The Ed.D. is based on the premise that learning takes place through an integration of course work and experiences that stem from a clear conception of leadership, the knowledge base of the field, and a structure that allows doctoral students and faculty to collaborate on shared work improving education in the State of Connecticut.

The Ed.D. includes two distinct strands that support the learning needs of two different groups of educators. The PreK-12 strand has many innovative features and serves teachers and administrators in PreK-12 education who want to prepare for a variety of leadership positions: principals, lead teachers, department heads, curriculum and assessment specialists, assistant superintendents, and superintendents.

The higher education strand serves professionals employed in higher education institutions who aspire to a wide range of leadership positions in academic or student affairs at two- or four-year institutions.

Program Learning Outcomes

Prior to defending their dissertation proposals all doctoral students must document mastery of learning outcomes and show their ability to;

1. demonstrate an ethical and moral commitment to collaborative work that promotes positive learning for all members of the organization;

2. demonstrate the ability to foster best practices with the understanding that teaching and learning are at the heart of the organization's mission;

3. connect the immediate work of organizational improvement to the larger philosophical, political, and historical context, and to the organization's mission;

4. establish a commitment to social justice through their work and act in ways that promote social justice in their organizations;

5. utilize evolving technologies to improve organizations, enhance learning, and build institutional identity;

6. foster continuous organizational improvement grounded in the collection, analysis, interpretation, and application of data;

7. locate, interpret, and assess relevant educational research and apply it to both practice and the design and conduct of research;

8. document mastery of learning outcomes in an individually defined area of specialization (higher education strand only.

Admissions

To be considered for admission to the Ed.D. in Educational Leadership, applicants must have earned a master's degree in an appropriate discipline or professional field and have professional goals that are consistent with the goals and beliefs of the program.

Admission to the PreK -12 strand of the program is available in alternate years for a cohort of 25 students. The deadline for submission of applications is December 1.

The following minimum criteria have been established for admission into the PreK-12 strand of the Ed.D. Program:

1. Master's degree from a regionally accredited institution of higher education in a discipline or professional field that is relevant to the Ed.D. Program
2. 3.00 GPA on all graduate coursework
3. Two positive letters of reference from leaders in education familiar with the applicant's work
4. Detailed resume that illustrates important work-related experiences
5. Acceptable scores on the Graduate Record Examination (within five years of admission and including a writing assessment)
6. An acceptable personal statement covering three important topics:
    a. Career goals
    b. Reasons for pursuing a doctorate
    c. Ability and commitment to devote four weeks to summer study for the first two summers of the program and some additional on-campus summer study during the third or fourth summers
7. If selected as a finalist, a satisfactory interview with the admission committee.

Admission to the higher education strand of the program is available for a cohort of 25 students. The deadline for submission of applications is October 1.
The following minimum criteria have been established for admission into the higher education strand of the Ed.D. Program:

1. Master's degree from a regionally accredited institution of higher education
2. 3.00 cumulative GPA on all graduate coursework
3. Two positive letters of reference from leaders in higher education familiar with the applicant's work
4. Detailed résumé that illustrates important work-related experiences
5. Acceptable scores on the General Test of the Graduate Record Exam (within five years of admission and including a writing assessment)
6. An acceptable personal statement covering four important topics:

        a. Career goals
        b. Reasons for pursuing a doctorate
        c. Ability and commitment to study in the cohort schedule
        d. Initial thoughts about potential areas of specialization that would support career goals
7. If selected as a finalist, a satisfactory interview with the admission committee.

Admission Process

The application packet for each Ed.D. strand is available through the Ed.D. Program website. Admission decisions are made by a faculty admissions committee.

Program of Study

The Ed.D. program includes four major components: (1) an 18-credit required core in educational leadership; (2) a 15-credit specialty area; (3) a16-credit series of inquiry-oriented seminars; and (4) the dissertation component (14 credits). These components and the credits required in each component are summarized below.

Component I

Core in Leadership (18 cr.)

Component II

Specialty Area (15 cr.)

Component III

Inquiry Seminars (16 cr.)

Component IV

Capstone: Dissertation and Dissemination (14 cr.)

Total: minimum 48-63 cr.

PreK-12 Strand

Component I establishes the foundational core of the program with particular emphasis in educational leadership and teaching and learning. Five core courses are required of all candidates: EDF 700 ; EDL 701 , 702, 705 (6 cr.); and EDT 700 . All courses in the core are open only to PreK-12 strand Ed.D. students.

Component II includes a specialty area of the student's choice. Two specializations are available:

- Administrative Leadership. This specialization is for students who aspire to administrative positions in public schools. It could lead to certification for intermediate administrator (a State of Connecticut certificate) and/or the superintendency.
- Curriculum and Literacy. This specialization is for students who plan leadership careers in PK-12 settings, such as reading, and curriculum specialists. It includes courses in literacy, curriculum, and instructional leadership.

Component III of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV.
Component IV includes completion of the dissertation and dissemination of the results to appropriate

audiences. Special course work in research and ongoing inquiry projects culminate with the completion of the student's dissertation. More information about all of these components is available on the program website.

Please note that students in the PreK-12 strand take 10 credits during each of the first two summers in the program, and additional courses during evenings and some Saturdays during the first two academic years. During the third year and beyond, the focus is on dissertation requirements, including some on-campus study during the last summer or winter session of study.

Higher Education Strand

Component I establishes the foundational core of the program with particular emphasis on the history and context of higher education, teaching and learning in higher education, leadership, organizational theory, and resource management. Six courses are required of all candidates: EDF 700, EDL 705 (3 cr.), 730, 731, 732, and 733. All courses in the core are open only to Ed.D. students in the higher education strand.

Component II is the 15-credit individually defined area of specialization developed early in the program and assessed in the pre-dissertation portfolio review.

Component III of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV.

Component IV is the completion of the dissertation and dissemination of the results to appropriate audiences. Special course work in research and ongoing inquiry projects culminate with the completion of the student's dissertation. More information about all of these components is available on the program website.

Candidate Assessment

The curriculum of the Ed.D. program is aligned with applicable professional and accreditation standards and with the program learning outcomes. During the second year of the program, each Ed.D. candidate completes a summative electronic portfolio which uses a variety of evidence (artifacts, evaluations, projects, and reflections) to document mastery of program learning outcomes. Prior to being granted the Ed.D. degree, each candidate completes a dissertation.

Pre-K-12 Strand Course and Capstone Requirements

Foundational Core (18 cr.)

EDF 700	The Purposes of Education in America	3
EDL 705	Leadership to Promote Effective Teaching & Learning	1-
EDT 700	Topics in Leadership for Technology in Schools	1-3
EDL 701	Leading Organizational Change I: Theory	

		3
EDL 702	Leading Organizational Change II: Program Development & Evaluation	3

Inquiry Seminars and Dissertation (30 cr. required; up to 6 additional cr. optional)

EDL 710	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
EDL 712	Inquiry Seminar III: Quantitative and Qualitative Research II	3
EDL 713	Inquiry Seminar IV: Study of Organizational Change	2
EDL 714	Inquiry Seminar V: Advanced Research Design	3
EDL 715	Inquiry Seminar VI: The Dissertation Proposal	3
EDL 716	Inquiry Seminar VII: Dissertation I	2
EDL 717	Inquiry Seminar VIII: Dissertation II	5
EDL 718	Inquiry Seminar IX: Dissertation III	5
EDL 719	Inquiry Seminar X: Dissertation IV	1
EDL 720	Inquiry Seminar XI: Disseminating Research Findings	2

EDL 719 may be repeated for up to 6 credits over three calendar years

Specialization Area (15 cr. in Administrative Leadership or Curriculum and Literacy)

Administrative Leadership

EDL 610	School Leadership I	3
EDL 611	School Leadership II	3
EDL 615	Understanding External Environments of School Leadership I	3

EDL 616	Understanding External Environments of School Leadership II	3
EDL 652	Advanced Topics in Educational Leadership	1-6
EDL 681	District Leadership: Governance/Leadership Issues	3
EDL 682	District Leadership: Student Matters	3
EDL 683	District Leadership: Personnel and Operational Issues	3
EDL 688	Administering Programs for Diverse Learners I	1
EDL 689	Administering Programs for Diverse Learners II	1
EDL 690	Internship in Educational Leadership I	2
EDL 691	Internship in Educational Leadership II	2
EDL 692	Internship in Educational Leadership III	2
EDL 695	Internship: The Superintendency I	3
EDL 696	Internship: The Superintendency II	3
EDL 697	Readings and Conference	1-3

EDL 697 may be repeated for up to 6 credits

Curriculum and Literacy

RDG 667	Multicultural Literature in the Classroom	3
RDG 675	Reading and Writing as Integrated Process	3
RDG 680	Current Trends and Issues in Reading and Language Arts	3
RDG 686	Literacy Instruction for Diverse Populations II	3
RDG 698	Research Seminar	3

RDG 700	Seminar in Literacy	3
EDL 652	Advanced Topics in Educational Leadership	1-6
EDL 697	Readings and Conference	1-3

EDL 697 may be repeated for up to 6 credits

Higher Education Strand Course and Capstone Requirements

Foundational Core (18 cr.)

EDF 700	The Purposes of Education in America	3
EDL 705	Leadership to Promote Effective Teaching & Learning	3
EDL 730	Budgeting and Resource Management In Higher Education	3
EDL 731	Administration and Ethics in Higher Education	3
EDL 732	Organizational Theory and Governance in Higher Education	3
EDL 733	Curriculum Planning and Development In Higher Education	3

Inquiry Seminars and Dissertation (30 cr. required; up to 6 additional cr. optional)

EDL 710	Inquiry Seminar I: The Study of Human & Organizational Learning	2
EDL 711	Inquiry Seminar II: Quantitative and Qualitative Research I	3
EDL 712	Inquiry Seminar III: Quantitative and Qualitative Research II	3
EDL 713	Inquiry Seminar IV: Study of Organizational Change	2
EDL 714	Inquiry Seminar V: Advanced Research Design	3
EDL 715	Inquiry Seminar VI: The Dissertation Proposal	3
EDL 716	Inquiry Seminar VII: Dissertation I	2

EDL 717	Inquiry Seminar VIII: Dissertation II	5
EDL 718	Inquiry Seminar IX: Dissertation III	5
EDL 719	Inquiry Seminar X: Dissertation IV	1
EDL 720	Inquiry Seminar XI: Disseminating Research Findings	2

EDL 719 may be repeated for up to 6 credits over three calendar years

Individually Defined Specialization (15 cr.)

During the first year of the program, each higher education strand candidate will work with a designated faculty member with relevant expertise to propose a coherent specialization that supports the student's career goals. The specialization proposal must be approved by the strand coordinator. Learning in the specialization will be assessed in the pre-dissertation portfolio review.

Academic Rationale

The higher education strand of the Educational Leadership Ed.D. program at Central Connecticut State University is intended to provide graduates with an understanding of theory and research, teaching and learning, and leadership and to develop skills in research and inquiry that enable them to apply this knowledge to solve persistent educational problems in higher education. Using a cohort learning design, the program will support individuals who aspire to a variety of leadership responsibilities in higher education, enabling them to improve institutional productivity and provide effective leadership and service to their institutions and the wider community of stakeholders.

To meet changing societal expectations, higher education needs to change in ways that are not yet well-defined. Shifting expectations, evolving technologies, a changing clientele, and a challenging fiscal environment will require creative and nimble action in higher education institutions. This program seeks to prepare higher education leaders who understand teaching and learning, are committed to creating effective and socially just learning environments, and have the understanding of research and organizational inquiry skills required to strategically lead complex institutions of higher education in new directions.

Because candidates will study with a variety of higher education professionals, all candidates will develop an understanding of the many elements that are required to create an effective student-centered, learning-centered higher education institution. Organizational change in higher education is easy to discuss but difficult to implement; as such, candidates will engage in actual organizational learning and change activities throughout the program to facilitate their integration of theory and practice and to strengthen their understanding of the realities of leadership in higher education.

Demand rationale

The higher education strand is intended to serve mid-career professionals employed at two or four-year higher education institutions who seek to enhance their leadership capacity. Over the past 10 years, we have had numerous requests for doctoral programming from this audience and our focus groups this spring indicate that there is a strong demand for the program from staff at both community colleges and four-year institutions.

Passed As Amended

International Studies						
71	**Course revision**	IS	450	Internship in International Studies	[CLASS] [GS]	2015-04-06

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/400/IS-450

Change description to: Permission of the program director. Students will work in an environment directly related to the regional specialization or global studies program, under supervision of an International Studies faculty member. Classroom portion and written reports are required.

Remove graduate credit. [New IS 550 is being added for graduate internships.]

Passed as written

77	**Course Addition**	IS	550	Graduate Internship in International Studies	[CLASS] [GE] [IEC] [GS]	2015-02-19 14:38:48

[On list of course additions appended to hard-copy proposal, this course does not have International designation, and a 500-level course probably cannot have it.]

Passed as written

78	**Course revision**	IS	570	Modern World Issues	[CLASS] [GS]	2015-04-06

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/IS-International-Studies/500/IS-570

Change description to: Analysis of current global issues, with primary focus on power, institutions and sustainability concerns. Consideration of resource and environment challenges, sociocultural tensions, socioeconomic trends, international security, and the impacts of technological innovation.

Passed as written

81	**Program Revision**	M.S. in International Studies	[CLASS] [BUS] [GS]	2015-04-06

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Master-of-Science-in-International-Studies-M-S

Change description to:

Master of Science in International Studies (30 credits)

Program Rationale:

The Master of Science in the International Studies program educates students in several key areas of the world: Middle East, Africa, Asia, Europe, Latin America, and Global Studies (focused on a global theme). Students are grounded in theories of internationalization, history of diverse countries and regions, cross-cultural issues, and features of various international cultures and are provided programmatic, analytical, and practical skills to address international issues. The program prepares specialists to work in governmental and non-governmental organizations within and outside of the United States to address issues related to the global human experience.

The International Studies Master's program is designed to produce individuals competent in understanding the interrelated nature of global phenomena, confident in their membership in a community of global citizens, and capable of fulfilling various professional positions related to the field of International Studies. To further these overarching goals, the learning outcomes of the graduate program concern the student's ability to express these competencies in formal essays (including a thesis or capstone project) and presentations of research projects and policy positions. Graduates of the Master's program will:

- demonstrate tolerance of and insights into the diversity of cultural values, beliefs and worldviews;
- demonstrate advanced proficiency in the history, culture, and language(s) of a particular world region;

- demonstrate detailed knowledge of the interconnectedness of global phenomena;
- critically approach social, political, and economic cultural issues of a global nature;
- collect and analyze data on several projects of a global scope or which relate to a particular world area;
- produce and defend an extensive scholarly paper (thesis or capstone project), based on primary research, that focuses on a single world area or links diverse world areas in a global theme;
- demonstrate international competency, theoretical mastery, use of literature, data, evidence, and argument at an advanced level in the scholarly paper.

A MS degree in International Studies prepares students for a range of career opportunities in government, in non-profit foundations and NGOs, in for-profit entities, and in a wide range of other institutions offering services transnationally or otherwise working in global environments.

In addition to the regular admission requirements, an applicant for the MS in International Studies program must send a resume and an essay that addresses his/her past experiences, career goals, and the region in which he/she wishes to specialize (select from African, East Asian, European, Latin American, Middle Eastern, and Global Studies). Each application must be sent electronically or by mail to the International Studies Director.

Early applications are encouraged for full consideration. The admission deadline for spring semester is November 1, and May 1 for fall semester.

Course and Capstone Requirements

30 credits in International Studies (Plan A or Plan C)

1. Core Curriculum (6 Credits)

IS 500	Practicing International Studies
IS 570	Modern World Issues

2. Geographical Areas and Global Themes (18 Credits)

Students will select 6-12 Credits from each of the program's two focuses, for a total of 18 credits.

Geographical Areas:

12 credits for students who wish to develop a primary focus in a particular world geographical area.
9 credits for students who wish to balance area and global focuses.
6 credits for students who wish to complement their primary focus on a global theme.

Courses listed below are for **advisory** purposes only. Additional courses may be identified with the approval of the advisor. For example, IS 550 (Internship in International Studies), IS 590 (Course Abroad), IS 596 (Independent Studies in International Studies), IS 597 (Seminar in International Studies), HIST 580 (Seminar in Non-Western World History), and HIST 585 (Modern World History) could be included in each area depending on the topic of those courses when offered.

* *For any course designated **HIST 4XX**, graduate students must register for **HIST 495** to receive graduate credit.*

2a. Geographical Areas:

---Africa (6 to 12 Credits)

- ANTH 416 Archaeology of Africa
- ANTH 424 Peoples and Cultures of Africa
- GEOG 446 Sub-Saharan Africa
- HIST 431* Ancient Northeast Africa
- HIST 476* African History through Film
- HIST 545 History of South Africa since 1900
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 421 Government and Politics of Africa

----East Asia (6 to 12 credits)

- GEOG 435 Japan and Korea
- GEOG 437 China
- HIST 422* Topics in Japanese History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 425 Asian Politics

----Latin America (6 to 12 Credits)

- GEOG 434 Mexico, Central America, and the Caribbean
- GEOG 436 South America
- HIST 455* Historical Representation in Latin America
- HIST 460* African Enslavement in the Americas
- HIST 583 Seminar in Latin American History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 420 Government and Politics in Latin America
- SPAN 545 The Spanish-American Essay (taught in Spanish)
- SPAN 588 Topics in the Contemporary Spanish-Speaking World (taught in Spanish)

----Middle East (6 to 12 Credits)

- HIST 431* Ancient Northeast Africa
- HIST 474* History of the Arab-Israeli Conflict
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- PS 434 Government and Politics of the Middle East and North Africa
- PS 439 US Middle East Policy

----Europe (6 to 12 Credits)

- GEOG 448 Russia and Neighboring Regions
- GEOG 452 European Union
- HIST 444* Mass Politics and Total War in Europe
- HIST 445* Ideas and Culture in Europe, 1750 - 1870

- HIST 446* Ideas and Culture in Europe, 1870 – present
- HIST 447* History of the Soviet Union
- HIST 448* Stalin and Stalinism
- HIST 481* The Jews of Poland
- HIST 540 Seminar in European History
- IS 596 Independent Studies in International Studies
- IS 597 Seminar in International Studies
- ITAL 571 20 th Century Italian Literature (taught in Italian)
- Spanish 571 [added]
- Spanish 572 [added]

2b. Global Themes (6 - 12 credits):
12 credits for students who wish to develop a primary focus on a particular global theme.
9 credits for students who wish to balance global and area focuses.
6 credits for students who wish to complement their primary focus on a geographical area.
Courses below are for **advisory** purposes only. Additional courses may be approved by your advisor. For example, IS 550 (Graduate Internship in International Studies), IS 590 (Course Abroad), IS 596 (Independent Studies in International Studies), IS 597 (Seminar in International Studies), HIST 580 (Seminar in Non-Western World History), and HIST 585 (Modern World History) could be included in each **Transnational theme category** depending on the topic.

** For any course designated **HIST 4XX**, graduate students must register for **HIST 495** to receive graduate credit.*

Global Themes

----Communication and Diversity in the Global Context (6 to 12 Credits)

- COMM 543 Intercultural Communication
- EDF 528 Comparative and International Education
- ENG 486 World Literature and Film
- HUM 490 The Culture and Civilization of Other Lands
- IS 571 International Diversity and Integration
- IS 596 Independent Studies in International Studies
- LING 515 Introduction to Sociolinguistics
- SPAN 441 Cross-Cultural Communication (taught in Spanish)
- WGSS 469 Readings in Women, Gender, and Sexuality Studies

-----Energy, Resources, and Environment (6 to 12 Credits)

- ANTH 425 Human Ecology
- COMM 451 Environmental Communication
- ESCI 450 Environmental Geology
- GEOG 433 Issues in Environmental Protection
- GEOG 473 Geography of Natural Resources
- IS 596 Independent Studies in International Studies
- SUST 500 Social, Political, and Ethical Dimensions of Global Sustainability
- SUST 501 Contemporary Challenges in Environmental Sustainability
- SUST 502 Science of Sustainability

----Population, Mobility, and Development (6 to 12 Credits)

- ANTH 401 City Life and Culture
- ANTH 475 Topics in Anthropology (Plagues and People)
- ECON 430 International Economics
- ECON 435 Economic Development
- GEOG 544 The Geography of World Economic Development
- IS 596 Independent Studies in International Studies

----Governance, Security, and Human Rights (6 to 12 Credits)

- CJ 510 Proseminar in Negotiation and Conflict resolution
- COMM 454 Communication and Social Change
- HIST 420* Imperialism
- IS 596 Independent Studies in International Studies
- PS 445 Public Policy Analysis and Evaluation
- PS 501 Advanced Studies in International Law

3. Research and Capstone Requirements (6 Credits)
Plan A: IS 598 Research in International Studies and IS 599 Thesis in International Studies
Plan C: IS 598 Research in International Studies and IS 595 Special Project in International Studies

4. Language and/or Study Abroad Requirements

The International Studies program requires that all students have a level of proficiency in reading, writing, speaking, and understanding of a single modern language other than English, preferably relevant to the area of geographical specialization, equal to the completion of the 226 level. Fulfillment of this requirement will be determined by a CCSU instructor of the language, the Chair of the Modern Language Department, or a CCSU faculty member designated by the director of International Studies.

In addition to the language requirement, IS students without significant life or study experiences abroad are strongly encouraged to participate in a study abroad program, whether a course abroad or a semester or summer exchange. Information about study abroad programs is available at the Center for International Education in Barnard Hall.

NOTE: No more than *nine credits* at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study. Initially, on acceptance to the program, students are assigned to the International Studies Curriculum Coordinator for advice. As soon as possible, students will be assigned an advisor appropriate to their area or global specialization. This advisor will normally serve as the faculty member supervising the student's thesis or special project.

Passed As Amended.

Psychological Science	

90	**Course revision**	PSY	501	Seminar in Thesis and Research Development	[CLASS] [GS]	2015-03-30

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-501

Change title to: Thesis and Capstone Preparation

Change description to: Processes and procedures related to developing and completing a research-based thesis / capstone project.

Passed.

91	**Course revision**	PSY	551	Prevention and Community-Based Research	[CLASS] [GS]	2015-03-30

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-551

Change prerequisites to: PSY 550 or permission of instructor.

Change cycling to: Spring (O)

Passed.

92	**Course revision**	PSY	553	Program Development and Evaluation	[CLASS] [GS]	2015-03-30

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-553

Change title to: Evaluation Research

Change prerequisites to: Admission to any graduate program or permission of instructor

Change description to: Introduction to the design and conduct of evaluative research in a variety of settings, including process and outcome evaluations.

Change cycling to: Spring (E)

Passed As Amended.

93	Course revision	PSY	599	Thesis	[CLASS] [GS]	2015-03-30

http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-599

Change prerequisites to: 21 credits of graduate work, PSY 501, and a 3.00 overall GPA. Students must consult with their advisor before registering for thesis credits.

Change description to: Preparation of the thesis under the supervision of the thesis advisor.

[move from here to program description]

Option1: Research-based empirical thesis

PSY 591 Advanced Independent Reading and Research in Psychology

PSY 599 Thesis: preparation of the thesis or capstone under the supervision of the thesis advisor.

Option 2: Capstone-Extensive and Integrative Analysis of Literature

PSY 599 Thesis: preparation of the thesis or capstone under the supervision of the thesis advisor.

Passed As Amended.

POLICY- Chair: Mike Davis-

Members: Steve Kirstukas, Harold Vedeler; Penny Lisi, Susan Seider (ex-officio)

Item A: Proposed Changes to the Additional Admission Materials for the MA in Psychology

The Policy committee had a discussion about reference letters, whether they required, recommended, etc. They settled on the current description. GSC asked to strike the second "have" in the first sentence under Personal Statement. The text of current and the proposed admission material statement follows.

Motion was made to accept with the amendment to Personal statement, seconded, no discussion. **Approved.**

CURRENT ADDITIONAL ADMISSION MATERIALS: (*http://web.ccsu.edu/gradstudies/psychology.asp*)

M.A. Psychology
Additional Materials Required:

For admission, a B.A./B.S. degree with a minimum of 18 credits in psychology is preferred. Minimum grade of B in Statistics and Research Methods or equivalent are required. A minimum undergraduate grade point average of 2.75 with a 3.00 minimum in psychology courses.

All applicants must send the following documents directly to the Graduate Admissions Office:

- *Completed admissions application (including application fee)*
- *Official transcripts, which must be sent from institution to institution*

All applicants must send the following additional materials directly to the Psychological Science Department

- *3 letters of reference (at least 2 from academic sources)*
- *Personal statement*

In your personal statement you should discuss your professional goals, any specific experiences you have had that have helped prepare you for our program such as research or training, and include any additional information that may assist the Graduate Admissions Committee in reviewing your application.

PROPOSED NEW ADDITIONAL ADMISSION MATERIALS: For admission the following is

Required:

- *3 letters of reference*
- *Personal statement**

Preferred:

- *BA/BS degree in Psychology*
- *Grade of B or higher in Statistics and Research Methods*
- *Grade point average of 2.75 or higher, with a 3.00 or higher in Psychology courses*
- *Two or three of the letters of reference from academic sources*

*Your personal statement should present your professional goals, any specific experiences you have had that helped you prepare for our program such as research or training, and any additional information that may assist the Department's Admissions Committee in reviewing your application

All applicants must send the following documents directly to the Graduate Admissions Office:

- *Completed admissions application (including application fee)*
- *Official transcripts*

All applicants must send the following additional materials directly to the Department of Psychological Science:

- *3 letters of reference*

Personal statement

Thoughts for next year: The existing PreK-12 strand in the EdD Program includes "intensive residency" experiences in the summer that are day-long and multi-day. These are included in the strand as summer courses, and are highly valued by faculty and students in the program. The EdD faculty are working out ways to include similar residencies in the new Higher Education Strand being developed. The Grad Studies Policy Committee is, in parallel, considering what manner of school-wide residency requirements would apply to any and all of its doctoral programs, including, but not conflicting with, those of the existing and proposed EdD strands.

SCHOLARSHIP- Chair: David Sianez

Members: Mike Voight, Marian Anton, S. Seider (ex-officio) (additional members welcome).

There was a brief update on the Foundation Scholarship. Since the process is not complete, there was nothing else to report.

APPEALS- Chair: Ralph Cohen

Members: Jeff Thomas, S. Seider (ex-officio) (additional members welcome) – **NONE**

ONLINE INSTRUCTION- Chair: Gustavo Mejia

Members: Clayton Penniman, Barry Sponder, David Oyanadel (additional members welcome.)

This committee promotes on-line delivery of best practices among graduate faculty, offers support to faculty interested in online delivery, proposes procedures for application to teach online, and proposes policies relative to online course, etc. with an invited member of ITDRC to serve on committee.

The committee will be meeting next week. They also applied for development grant for Quality Matters. They also supplied software, training and met with some online courses to give support.

New Business:

Demonstration of WebEx and Camtasia: Dr. Gustavo Mejia and Mr. David Oyandel

WebEx https://connscu.webex.com/ Access is free, it was purchased by the Board of Regents. Faculty/staff who have worked here more than three years need to contact the Help Desk or IDTRC for an account. More recent hires can create their own accounts.

Camtasia: David showed Camtasia remotely. It captures screen, camera, and voice. This demo was created to show how Camtasia is used to create the video presentation, and how WebEx allows it to be shown to multiple people, such as for a class. The completed video clip can also be uploaded to be shown through Media Player, etc. These programs are all mobile responsive and accessible anywhere there is an internet connection. Students were pleased with WebEx because it gave the physical feeling of seeing the instructor and allowed them to see their classmates. They also liked the ability to be able to watch the mini-lectures as needed. This is an excellent tool for teaching online.

Thank you to Kim Farrington for her excellent work as GSC secretary this past year. Kim was a stickler for accuracy and always cheerful in fulfilling her responsibilities as secretary.   We could not have functioned so well without her and I greatly appreciate her efforts!

Adjourned: 4:14pm