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**Graduate Studies Meeting MINUTES for November 20, 2014**

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

Attendees: S. Seider, M. Anton, J. Calvert, M. Ciscel, M. Cistulli, R. Cohen, M. Davis, E. DePeau, D. Dziuda, K. Farrington, P. Gardner, S. Kirstukas, R. Kumar, N. Lee, E. Leonidas, P. Lisi, G. Mejia, A. Naumov, B. Nicholson, J. Ribchinsky, P. Rivolta, D. Sianez, N. Thai, J. Thomas, E. Thornton, H. Vedeler, M. Voight, S. Wu,

Called to order: 3:04 pm

Susan Seider-Chair:

1) Dean Fitzgerald is away attending a conference today.

2) Minutes from Oct. 23, 2014; review and vote by membership.  Motion to accept, seconded. No discussion.  **Approved.**

3) Reminder: See changes to meeting schedule below for spring semester 2015 meetings and please make copies of agendas and minutes for meetings to avoid over printing. Note March 26 new meeting date.

4) Elections for GSC Chair will take place in first meeting of Spring semester.  Feel free to self-nominate

    or nominate someone else with her/his permission.   Susan has completed term.

**Spring 2015 GSC and SUBCOMMITTEE MEETING SCHEDULE**

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| --- | --- | --- |
| **CURRICULUM**  Subcommittee 3:00-4:30 | **Full GSC MEETING** 3:00-4:30 | **POLICY** Subcommittee 3:00-4:30            |
| 2/19/15 Vance 106 | 2/26/15 Sprague-Carlton | 2/12/15 HB 222 |
| 3/12 Vance 106 | \*3/26 Sprague-Carlton (*new date*) | 3/5/15 HB 222 |
| 4/16 Vance 106 | 4/23 Sprague-Carlton | 4/2/15 HB 222 |

GSC Chair Susan Seider delivered the following notes for Dean Glynis Fitzgerald:

1.  Please process applications as soon as you can.  Our numbers are again down for Spring 2014 compared with last year with the exception of the MBA, which brings us all up for part time numbers. So we all need to do all we can to get all full time and part time applications processed and accepted letters out to students quickly so they can register.  Remember, Dean Fitzgerald promises to enforce all conditional acceptance requirements.

2.  Please encourage students to register for Spring courses as soon as possible.  The payment plan is available.  Please let the Dean know if there are any students who can't register due to Dean's holds or small financial bills - she'd rather give small scholarships to bring bills current than see them wait to register.  By small, she means less than $500.

3.  Don't forget the most up to date planned program forms are located on the U: drive.  There is a folder called *gradschoolplannedprograms*.  If you click on that you will be able to download your forms, email them to students etc.  The graduate school is no longer accepting department modified forms of any kind.  Some programs have tailored the documents so much that they are no longer identifiable as a CCSU document.  So please make every effort to use the correct, current form.  We are happy to make updates to our form to meet your needs.

4. Please let the dean know if your program is having any end of semester events that you'd like her to attend.  She is always happy to be invited to recitals, colloquia. etc.  She can also bring a photographer along if it is something that you'd like to publicize.  The next edition of the Grad Studies newsletter is coming out in January and it would be great to highlight your efforts! You can also get good photos for your own websites.

5. The dean is pleased to announce the three funding opportunities for Fall 2014 recruiting.  They are:

    1) Scholarship money for recruiting - David Sianez will discuss

    2) Matching funds for small recruiting efforts.  She will match department resources put to recruiting for

         small efforts.  For example Leah Glaser in history and the Dean just split a table at a conference to recruit

         students- total cost $500 so the Dean contributed half.  She has put aside $2500 to fund this.

    3) The grant competition - David Sianez will discuss

**GSA Update**: Chad Williams-Bey, President, or Monique Price (VP Programming), or Hannah Pancak,VP Finance). **No Report.**

**Graduate Admissions** Director Pat Gardner-

       •      WebNow is fully up and running.  If you have documents in hard copy, send them and they can be scanned. Please share any issues or problems with Pat.

* Finalizing Graduate Admissions Decisions for Spring 2015.  The November 1 deadline is past, and admissions is trying to finalize the transcripts so that departments can begin to make decisions.  The Admissions office will send the Pending List of complete applications.
* Enrollment:
	+ First time Part Time: 111 students accepted this year compared to 113 last year.
	+ First time Full time:  80 FT students accepted this year compared to 104 last year.
* Admissions has been recruiting in other venues other than the Open House.   If you want leads of potential students that Pat has met, let her know.  That will allow you to follow up with them and get them into the application pipeline.

**Standing Committees**

CURRICULUM- Chair:  Eric Leonidas

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

***Consent Agenda*** *vote on department curriculum business for Departments of: Special Education, English, Political Science, Math, History, Counselor Education and Family Therapy, Computer Electronics and Graphic Technology, and Psychological Science.*

***Consent Agenda:***

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| **Math** |
| **8** | Course revision MATH 491 Advanced Calculus<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-491>Change name to: Advanced Vector Calculus*Accepted* | **EST****GR** |
| **9** | Course revision: Math 465 Introduction to Fractal Geometry and Chaos<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-465>**requesting grad credit***Accepted* | **EST****GR** |
| **10** | Course revision: Math 400 Introduction to Mathematica<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-400> **Requesting grad credit**Proposed Prerequisites [MATH 221](http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/200/MATH-221) and either [MATH 228](http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/200/MATH-228) or [MATH 226](http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/200/MATH-226) (C- or higher), or admission to MA or MS program in Math*Accepted* | **EST****GR** |
| **11** | Course deletion: MATH 470 Mathematical Methods in Operations Research<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-470>*Accepted* | **EST****GR** |
| **24.****Proposed Course Description Changes from the School of Education and Professional Studies ( SEE** **Appendix A**  In 2010, the university addressed a new state law by adding to course descriptions the fingerprinting/background check requirements. At that time we focused solely on professional program courses as required by the law.Now almost all school districts require fingerprinting of ALL university students who come into schools—the districts do not care whether a course is professional or pre-professional, they want everyone coming in to have the background check triggered by the fingerprinting.  We fully understand this and support it as a way to protect children. To be sure CCSU students know in advance that fingerprinting and background check will be required,  we need to add language to some additional course descriptions.This proposal seeks to do two things.•  add finger printing language to some course descriptions that were inadvertently missed in our 2010 revisions •  add slightly different language to pre-professional/non-professional program courses that include field experiencesCourses listed in Table 1 need the professional program fingerprinting language added. This is the same language we used in 2010. In some cases the courses on this list were originally omitted and in other cases clarification or revision of the course requirements or changes in program sequence require the addition of this language. The language to be added is: CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class.Table 1. Courses that need the professional program language— See Appendix A for clarification. |
| **24** | *Accepted* *as amended*  | **SEPS****AS****EST****GR** |
| **Political Science** |
| **25** | Course revision PS 446 The Budgetary Process<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PS-Political-Science/400/PS-446>proposed prereqs to: PS 260 permission of instructor, or admission to graduate programChange description to:Examination of how American governments allocate resources with a focus on the differences between public and private budgeting. Surveys the history of both legislative and administrative reforms of public budgeting. The resource allocation assumptions, structures, and processes of the federal government will be compared to and distinguished from those of non-governmental organizations, such as private corporations and even American households.*Accepted* *as amended*  | **AS****GR** |
| **26** | Course revision PS 445 Public Policy Analysis and EvaluationProposed Prereqs:          PS 260, permission of instructor, or admission to graduate programProposed Description:     An examination of the public policy process from the formulation through evaluation and audit stages. Decision making theories and practices relevant to various types of public actors and institutions will be explained and evaluated in the context of an increasingly complex public policy environment.*Accepted* | **AS****GR**  |
| **CEGT-Computer-Electronics-Graphics-Technology** |
| **30** | Course addition CET 549 Health Information Network3 creditsProposed Prereqs:          CET 502 Applied Networking Technology IIProposed Description:     An in-depth understanding of principles and practicalities needed for information technology professionals specializing in healthcare network implementations and management. Two hours lecture and two hours laboratory, course meets four hours per week.Cycling irregular*Accepted* *as amended* | **EST****GR** |
| **31** | Course addition  CET 569 Network Security Management3 creditsProposed Prereqs:          CET 502 Applied Networking Technology (II)Proposed Description:     In-depth understanding of the core security concepts and skills needed for the design, implementation, and management of network devices to maintain the integrity, confidentiality, and availability of data and devices. Two hours lecture and two hours laboratory, course meets four hours per week.Cycling irregular*Accepted* *as amended* | **EST****GR** |
| **English** |
| **46** | Course Addition: ENG 522 Topics in Poetry and Prosody3 creditsProposed Prereqs:          NoneProposed Description:     Detailed and systematic study of poetic form, including versification, rhetorical tropes, diction, and tone. May be organized by period, subject matter, genre, or critical method. May be repeated with different topics for up to 6 credits.Proposed Cycling:          irregular

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|   **Proposed Graduate:** | graphic |

  | **AS****GR** |
| **47** | Program Revision: Master of Arts in English. <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/English-M-S>The changes are:* Add ENG 522 as a required course in both the thesis and comprehensive exam tracks, and reducing the number of electives accordingly
* Reduce the number of credits MA students can take at the 400 level from nine to six
* Reduce elective credits to 9 for plan A, 12 for plan B

*Accepted* *as amended*  | **AS****GR** |
| **48** | Course Revision: ENG 483 Advanced Creative Nonfiction. <http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/400/ENG-483>

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| Proposed Prereqs: | ENG 375, or permission of instructor for graduate students |

Proposed Description:     Presupposes some experience writing creative nonfiction. Students will explore various techniques required to write longer articles, such as features, extended profiles, and longer personal essays. Students will be expected to produce at least one lengthy paper and workshop all of their work in class. Cannot be used for credit in English MA program.The changes:* Add graduate credit (to allow students in other grad programs like Public History who currently take the course to take it for grad credit rather than using the Independent Study dodge)
* Add “or permission of instructor for graduate students” to prereqs
* Make clear in Description that grad credit doesn’t apply in the English MA program—this is just for students in other disciplines who need the course

*Accepted* | **AS****GR** |
| **PSY - Psychological Science** |
| **49** | Course revision PSY 596 Psychological Research: Design and Analysis I<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-596>change credits from 3 to 4*Accepted*  | **AS****GR** |
| **50** | Course revision  PSY 597 Psychological Research: Design and Analysis II<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-597>change credits from 3 to 4*Accepted*  | **AS****GR** |
| **51** | Program Revision : Psychology M.A.<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Psychology-M-A>Note the number of credits will not change, nor will the program descriptions.**Program Revision**1. New common core (12 credits): The common core will be reduced from 18 credits to 12

PSY 501 – Seminar in Thesis and Research Development (1 credit) This is a new course that has already been approved and is being taught Fall 2014. It is currently not required. We are adding this to the set of required common core coursesPSY 596 – Psychological Research: Design and Analysis I (4 credits) We are requesting that this course be changed from 3 credits to 4 creditsPSY 597 – Psychological Research: Design and Analysis II (4 credits) We are requesting that this course be changed from 3 credits to 4 creditsPSY 599 – Thesis (3 credits)We removed the following courses from the common core; these courses are no longer required for all students

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| [PSY 512](http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-512) | Seminar in Developmental Psychology | 3 |
| [PSY 545](http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-545) | Introduction to Clinical Psychology | 3 |
| [PSY 550](http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-550) | Introduction to Community Psychology | 3 |

  New requirements for each area:  General Psychology (36 credits) Common core (12 credits) PSY 512 – Seminar in Developmental Psychology (3 credits) This will remain a requirement for the General Psych MA, but has been deleted as a required course for the Community and Health areas Directed electives (21 credits) The number of directed electives will change from 18 to 21Community Psychology (36 credits) Common core (12 credits) PSY 520 – Global Psychology (3 credits) This is a new course (already approved) and will be offered Fall 2015 PSY 550 – Introduction to Community Psychology (3credits) This will remain a required course for students in Community, but has been removed as a requirement for students in other areas PSY 551 – Prevention and Community-Based Research (3credits) title changed (already approved) PSY 553 – Program Development and Evaluation (3 credits) title changed (already approved) PSY 595 – Graduate Internship in Psychological Applications (3 credits) Directed electives (9 credits)Health Psychology (42 credits)     Common core (12 credits)     PSY 541 – Health Psychology (3 credits)     PSY 542 – Psychology of Stress (3 credits)     PSY 543 – Stress Management: Theory & Research (3 credits)     PSY 547 – Clinical Health Psychology and Chronic Illness (3 credits) This is a new course (going through the approval process now) and is being offered Spring 2015 PSY 595 – Graduate Internship in Psychological Applications (3 credits)      Directed electives (15 credits) We have removed the specific set of directed electives below and will allow students in consultation with their advisors to choose from a broader set of options. Furthermore, the number of electives increases from 6 to 15 credits.*Accepted* | **AS****GR**  |
| **Special Ed** |
| **52** | Program Revision: Post-Baccalaureate Program for Certification in Special Education<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Post-Baccalaureate-Teacher-Certification-Programs/Post-Baccalaureate-Program-for-Certification-in-Special-Education><http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-22%2009:09:09> 1. Replace EDTE 315 with SPED 502 to better address principles of learning for students with disabilities.
2. Replace RDG 503 with RDG 508 to address recent state-mandated teacher certification re: Special Education Teacher Certification (Foundations of Reading Test)

*Accepted* | **SEPS****GR** |
| **53** | Course revision: SPED 501 Education of the Exceptional Learner

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| **Proposed Description:** | Examines growth and development of students with disabilities, including those identified as gifted and talented, and methods for assessing, planning for and working effectively with these students. Meets State of Connecticut requirement for teacher certification. |

Removed field experience placement requirement.*Accepted* | **SEPS****GR** |
| **54** | Course revision: SPED 515  Assessment in Special Education

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| **proposed Prereqs:** | Admission to the Professional Program in Special Education, SPED 511, 512, 513 |

added: Admission to the Professional Program in Special Education*Accepted*  | **SEPS****GR** |
| **55** | Course revision: SPED 516 Instructional Programming for Students with Exceptionalities

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| **Proposed Prereqs:** | Admission to the Professional Program in Special Education, SPED 502, 511, 512, 513 |

added: Admission to the Professional Program in Special Education*Accepted*  | **SEPS****GR** |
| **56** | Course revision: SPED 517 Special Education Methods in Teaching Reading (K-12)

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| **Proposed Prereqs:** | Admission to the Professional Program in Special Education, RDG 508 or equivalent, SPED 515, 516 |

Added: Admission to the Professional Program in Special Education*Accepted*  | **SEPS****GR** |
| **57** | Course revision:  SPED 518 Special Education Methods in Teaching Writing (K-12)

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| **Proposed Prereqs:** | Admission to the Professional Program in Special Education, RDG 508, SPED 515, 516 |

Added: Admission to the Professional Program in Special Education*Accepted*  | **SEPS****GR** |
| **58** | Course revision: SPED 519 Special Education Methods in Content Area Instruction (K-12)

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| **Proposed Prereqs:** | Admission to the Professional Program in Special Education, RDG 508 or equivalent, SPED 515, SPED 516, SPED 517, and SPED 518 |

Added: Admission to the Professional Program in Special Education*Accepted* | **SEPS****GR** |
| **59** | Course revision: SPED 578 The Juvenile Offender with Special Education Needs<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/SPED-Special-Education/500/SPED-578>

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| **Proposed Title:** | Choice Theory and Quality Schools |

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| **Proposed Description:** | Choice Theory provides an intrinsic model of teaching and learning that is focused on teaching students in K-12 settings to increase their self-understanding and ability to evaluate their own choices and schoolwork for quality. |

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| **Proposed Prereqs:** | Admission to any MS education program*Accepted* |

  | **SEPS****GR** |
| **CNSL – Counseling** |
| **60** | Course addition:  CNSL 572 Assessment, Treatment and Recovery in Counseling3 creditsProposed Prerequisites: CNSL 500 and CNSL 501Proposal Description: Examines the clinical assessment and treatment of clients in recovery from mental health issues, and the use of the DSM V. Reviews mental health issues with emphasis on symptoms and implications for treatment and recovery.Cycling: Spring*Accepted* *as amended* | **SEPS****GR** |
| **61**  | Program Revision: Counselor Education with Specialization in Professional Counseling M.S.<http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Counselor-Education-with-Specialization-in-Professional-Counseling-M-S>Change the names of the following tracks specialization and tracks within it [?]:  * Specialization in :” Professional  Counseling “TO ”Clinical Professional Counseling”
* Track in Mental Health Counseling TO Clinical Mental Health Counseling
* Track in Rehabilitation Counseling TO Clinical Rehabilitation Counseling
* Track in Drug and Alcohol Recovery Counseling TOClinical Addictions RecoveryCounseling

*Accepted* | **SEPS****GR**  |
| **61.5** | Program Revision: Counselor Education and Family Therapy,**Currently our students in Mental Health Counseling can take either PSY 530 Psychopathology or MFT 556 Systemic Perspectives on Mental Disorders (3 credits).****Proposal: to replace these courses with a new course: Assessment, Treatment and Recovery in Counseling. The new course number will be CNSL 572.****Academic Rationale: Clinical Mental Health Counseling students require this course for licensure and for accreditation of the program by CACREP.****Withdrawn**  | **SEPS****GR** |

Motion made to accept the Consent Agenda. Seconded. No discussion. **Approved.**

**POLICY**- Chair: Mike Davis-

Members: Steve Kirstukas, Harold Vedeler; Penny Lisi, S. Seider (ex-officio), (additional members welcome

* Policy Meeting notes for Oct. 30, 2014

The committee has been charged with working on modifications of admission process for all programs.  They are still working on it.

**SCHOLARSHIP**- Chair: David Sianez

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

•  Outstanding Scholar Award and Graduate Academic Award nominations.  The names of the winners were selected for 19 academic awards and will be released soon. Since there were fewer applications this year, the scholarship awards may be larger. Dean Fitzgerald will make that decision.

               The Awards Ceremony date is Tuesday February 10, 2015 from 5pm-7pm in Memorial Hall’s

               Constitution Room. The snow date is Thursday February 19, 2015 from 5pm-7pm in Memorial

               Hall’s Constitution Room.

* Grant Competition: $15,000 has been set aside for these grants. This money is to be used for advertising such as TV and radio spots, billboards, etc**. See Appendix B.**
* Scholarship money for recruiting: The policy still needs approval by the Scholarship committee before the full GSC can vote on it.  There is $30,000 set aside for this scholarship for this year only. Departments apply for a set amount of money. The students do not have to be identified at this point. If awarded, the funds are given to the department to distribute. There are firm deadlines.  This will start next semester. The Scholarship committee will meet next week to approve.

 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)

(Purpose: promotion among graduate faculty of on-line delivery best practices, offering support to faculty who are interested in online delivery, proposing procedures for application to teach online, proposing policies relative to online course, etc. with an invited member of ITDRC to serve on committee)

This committee had one meeting last month.

* They applied for a Faculty Development Grant for training as Peer Reviewers by Quality Matters. Quality Matters is the de facto organization for quality in online education. Peer Reviewers need to take 3 courses online.  This will allow the Peer Reviewers to help others who need support in learning online teaching. The application is at the Grant's office and they are waiting for results.
* Questionnaires have been sent to faculty to self-evaluate their comfort level with online education: *expert, user*, or *novice*.  They are waiting to hear back from the faculty. Most responses so far are from users who have taught online, but would like more training and support. The Experts and Peer Reviewers will have their courses open so that faculty can be part of courses and watch how things are done.   IDTRC and the committee will provide training using Quality Matters online courses, and also personalized individualized training with IDTRC.  The IDTRC's work has been fantastic; they will meet with faculty, train or collaborate with faculty as needed.
* 9 graduate faculty are teaching online courses in spring, 2015.

**Old Business**:

Discussion on Graduate Forum Topics/Notes from Oct. 9.

Representatives from each of the groups shared highlights of what was discussed with suggested next steps. *What is working well; what are challenges?  What would the membership like to go forward with in terms of 2-3 goals for the spring semester?*

ALTERNATIVE COURSE DELIVERIES

**Saturday schedules:** Design has current Friday and Saturday setup running. There is a class Friday evening and two classes on Saturday.  Several students are coming and staying overnight.  This weekend program is working well so far with this configuration. In prior years, they had lost several out-of-state students when offering a Thursday pm class.

**Online Software:** Using Camtasia can enrich a power point and IDTRC can facilitate learning how to use this.  It uses video and allows the creation of online lectures and screencasts as well as other delivery strategies.  It can embed short videos 10-15 minutes per lecture. WebEx can also be used as a virtual classroom in which to meet with students. The Systems office has purchased it for us. If interested, you will need to set up an account.  You can see desktops and everyone can see it as well. Biology dept. used this technology for one of their students who had to move across country prior to her thesis defense. Gustavo Mejia is willing to do a presentation for the committee at a future meeting.

Another example of a delivery mode is similar to the Marriage and Family Therapy weekend session:  **Fulltime program, with 5-week segments**.  Students come for three weekends. They do one course at a time, immersing the student in the subject. This takes the same amount of time as the regular program.  It is compressed, and the workload is heavy.

**Running classes off campus:**  There is a precedent for this. Several programs may already take place in other locations.  It was asked whether there are legal or insurance issues with doing this.  The Design department would like to offer one class in Manhattan for one weekend.

THESIS PROCESSES

The Graduate School is seeking consistency of thesis practices across the programs. It is hoped that this would create a list of best practices across the school.

1. Programs would provide exemplars of proposals
	1. Outline of what is required in proposal from each program, such as literature review, bibliography, etc.
2. Proposal has checklist indicating each element from outline is present and– student signs.
	1. Faculty signature?
	2. Should we require a 2**nd checklist for completed thesis?**
3. Is Dean “Review” an institutional requirement? What is the Dean’s role in this process
	1. “Acknowledgement of receipt? or additional overview for “format adherence”
4. Templates for different formats (?)
5. Committee work needs credit - .5? Department service? Release? The departments might be able to address this in their DEC bylaws.

Moving Forward: Developing the checklist: Departments should provide exemplar proposals to the Dean. This will begin to delineate ideas for the checklist.

**New Business**:

None

**Adjourned   4:09pm**

**Appendix A**

**Proposed Course Description Changes from
the School of Education and Professional Studies**

In 2010, the university addressed a new state law by adding to course descriptions the fingerprinting/background check requirements. At that time we focused solely on professional program courses as required by the law.

Now almost all school districts require fingerprinting of ALL university students who come into schools—the districts do not care whether a course is professional or pre-professional, they want everyone coming in to have the background check triggered by the fingerprinting.  We fully understand this and support it as a way to protect children. To be sure CCSU students know in advance that fingerprinting and background check will be required,  we need to add language to some additional course descriptions.

This proposal seeks to do two things.

* add finger printing language to some course descriptions that were inadvertently missed in our 2010 revisions
* add slightly different language to pre-professional/non-professional program courses that include field experiences

Courses listed in Table 1 need the professional program fingerprinting language added. This is the same language we used in 2010. In some cases the courses on this list were originally omitted and in other cases clarification or revision of the course requirements or changes in program sequence require the addition of this language. The language to be added is: ***CT law requires fingerprinting and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class.***

Table 1. Courses that need the professional program language

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Title** | **Department** | **School** |
| **UNDERGRADUATE COURSES** |
| EDEC 301 | Chld Dvl Implct Tcng Lrng Erl | Teacher Education | SEPS |
| EDEC 302 | Literacy for Early Childhood | Teacher Education | SEPS |
| EDEC 303 | Arts & Aesthetics in Early Child | Teacher Education | SEPS |
| EDEC 321 | Crrclm Instrct English Lang Learner | Teacher Education | SEPS |
| EDEC 402 | Chld Dev Implt Tcng Prmr Clsrm | Teacher Education | SEPS |
| EDF 415 | Educational Foundations | Teacher Education | SEPS |
| EDSC 412 | TESOL Student Teaching | Teacher Education | SEPS |
| PE 420 | Lifespan Motor Development | Physical Ed & Human Perf | SEPS |
| SPED 301 | Implications of Child Dev. for Tching all Learners | Special Education | SEPS |
| **GRADUATE COURSES** |
| EDSC 582 | Supv Sec School Teaching | Teacher Education | SEPS |
| SPED 502 | Principles of Learning for SPED | Special Education | SEPS |
| SPED 511 | Behavioral/Emot Disorders | Special Education | SEPS |
| SPED 512 | Learning Disabilities | Special Education | SEPS |
| SPED 513 | Developmental Disabilities | Special Education | SEPS |
| SPED 514 | Cog Beh Mgt & Soc Skl Strat | Special Education | SEPS |
| SPED 515 | Assessment in Special Educ | Special Education | SEPS |
| SPED 516 | Instr Prog for Stds w/ Excepts | Special Education | SEPS |
| SPED 517 | SPED methods Teaching Rdg K-12 | Special Education | SEPS |
| SPED 518 | SPED Methods Teaching Writng K-12 | Special Education | SEPS |
| SPED 519 | SPED Methods in Content Area K-12 | Special Education | SEPS |
| SPED 521 | Student Tchng-Sped Ed-Elem | Special Education | SEPS |
| SPED 522 | Stdnt Tchng in Spec Educ-Sec | Special Education | SEPS |
| SPED 523 | SPED Practicum – Elementary | Special Education | SEPS |
| SPED 524 | SPED Practicum -- Secondary | Special Education | SEPS |
| SPED 582 | Supervsn of Special Ed Teachg | Special Education | SEPS |

The following courses are pre-/non-professional courses that include field experiences. Courses listed in Table 2 need the following language added to the course descriptions: ***Due to field experience in this class, proof of fingerprinting is required prior to beginning of class.***

Table 2. Courses that need the pre-/non-professional program language

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Title** | **Department** | **School** |
| **UNDERGRADUATE COURSES** |
| ART 301 | Art Educ Theory & Practice I | Art | A&S |
| EDTE 210 | Educ & Tcher Ldrshp-Div Lrng | Teacher Education | SEPS |
| EDTE 314 | App Lrng Thers Dvrs Setng K-12 | Teacher Education | SEPS |
| MATH 113 | Structure of Math I: Nmbr Sys | Mathematical Sciences | EST |
| MATH 211 | Clincl Exper in Math Ed I | Mathematical Sciences | EST |
| MATH 213 | Struct of Math II: Prob & Geom | Mathematical Sciences | EST |
| MATH 311 | Clincl Exp in Math Ed II | Mathematical Sciences | EST |
| MATH 313 | Number Systems from an Advance Viewpoint | Mathematical Sciences | EST |
| MATH 327 | MATH 327 Curr & Tech in Secondary Math I | Mathematical Sciences | EST |
| MATH 328 | MATH 328 Curr & Tech in Secondary Math II  | Mathematical Sciences | EST |
| MUS 101 | Practicum in Music Education | Music | A&S |
| MUS 310 | Gen MusEd,Part I (Grades PK-4) | Music | A&S |
| MUS 311 | Gen Mus Ed Prt II (Grdes 5-12) | Music | A&S |
| PE 111 | Orientation to Physical Education | Physical Ed & Human Perf | SEPS |
| PE 210 | Methds of Teaching School Health Ed | Physical Ed & Human Perf | SEPS |
| PE 219 | Skills and Instructional Strategies on Golf | Physical Ed & Human Perf | SEPS |
| PE 277 | Methods of Teaching Racquet Sports | Physical Ed & Human Perf | SEPS |
| PE 299 | Psycho-Social Aspects of PE | Physical Ed & Human Perf | SEPS |
| PE 300 | Physical Education Teaching Strategies | Physical Ed & Human Perf | SEPS |
| PE 305 | Measurement and Evaluation in PE | Physical Ed & Human Perf | SEPS |
| PE 374 | Methods of Teaching Fitness | Physical Ed & Human Perf | SEPS |
| **GRADUATE COURSES** |
| CNSL 503 | Supervised Counseling Prac | Counseling & Family Therapy | SEPS |
| CNSL 591 | Supv School Guidance Intern | Counseling & Family Therapy | SEPS |
| MFT 593 | Schl-Based Marriage/Fam Trp I | Counseling & Family Therapy | SEPS |
| MFT 594 | Schl-Basd Marriage/Fam Trp II | Counseling & Family Therapy | SEPS |

**Appendix B:**

2015 Graduate Student Recruitment Program Grant

Proposal Information and Preparation Instructions

Grant Program Goals: Funding is being provided to support recruitment activities that directly contribute to increasing the number of qualified graduate students to a graduate program.

Eligibility: Any graduate program at CCSU that is willing and able to increase graduate student enrollment is eligible to participate.

A proposal may be submitted jointly by multiple programs. In such cases, one joint proposal is required. There is a limit of one submission per program with the exception that a program may also participate in the submission of a separate cross-disciplinary recruitment grant.

Award Criteria: All awards are dependent upon funding availability. Proposals will be evaluated by the School of Graduate Studies Dean in conjunction with the associate college/school dean. The scholarship committee of the GSC may be utilized to provide feedback on proposals. Proposals will be evaluated on:

1) the potential to directly increase graduate student enrollment for Fall 2015,2) the ability to retain recruited graduate students,3) the ability to meet the grant timeline.

Proposal Requirements: To be considered for funding please include the following items and submit before January 19,2015.

1. Cover Page: Please include the following on the cover page

a. Identification of Graduate Program(s), Program coordinator(s),Department, and associated College/School.

b. Please include a brief abstract of the proposal to include pertinent information about the specific recruitment goals, activities, total budget request and estimated enrollment increase

c. Include a timeline of your recruitment activities. Note: This funding is for the following recruitment cycle. All funds must be expended before May 15, 2015.

2. Abridged Recruitment Plan: Please address the following in a narrative that provides a clear description of the context of your graduate program and the recruitment effort to be undertaken. Please include all of the following 10 points in your discussion.

a. Describe the distinctive elements about your program. Why would someone want to complete this degree from CCSU rather than from another institution?

b. Tell us as much as you know about the graduates of your program. For

example, what types of jobs/salaries/additional degrees do they obtain?

c. Tell us about your competitors. If students didn't enroll in your program, where do/could they typically go instead?

d. From your most recent annual report please provide the enrollment data for your program. What trends do you find?

e. Describe your overall recruitment goals and how this request for funding

connects to those goals; please be as specific as possible.

f. What method(s) will you use to conduct your recruitment? Include an explanation of why these are the most appropriate methods for your program.

g. Who will be the responsible program administrator for this project?

h. Describe the budgetary, time constraints in your program. How will you be able to utilize this grant to achieve results within these constraints?

i. How will you measure results from this proposal?

j. Are there any recruitment activities that you would like to propose that require no budgetary funding? For example, curriculum redesign, online/hybrid offerings, weekend programs,4+1programs? If so, please describe.

3. Budget

Final approval of proposals is contingent on the availability of funds. The maximum amount allowable for a proposal is dependent on the number of proposals received and approved. For 2014/15 the total amount available is $15,000. As such, budgets should

be created utilizing cost efficiencies while garnering the most effective enrollment increase. A program might request as little as a hundred dollars or thousands of dollars to accomplish recruitment goals.

Each proposal must contain an itemized budget prepared to represent the specific costs of the proposed recruitment activities. There is no preferred budget format. Please

also indicate any matching funds or other program recruitment funding provided by other sources.

Funds may not be used for student scholarships, assistantships, or other individual aid. They may be used for marketing, feeder school visitation, etc. Funds are not provided for attendance at a conference for presentation purposes or for faculty salary. Funds must be directly connected to graduate student recruitment and enrollment increases. For example an advertisement in the conference book & recruitment tables are permissible.

Keep in mind: The School of Graduate Studies has recruitment table/booth cloths and will have banners soon. We can also aid in design of recruitment brochures. This support is of no cost to programs.

Unspent funds cannot be carried forward into the next fiscal year and will be reallocated to other graduate student needs by the Dean. No exceptions. No extensions.