

Consent Agenda (and rough draft of Senate Report) for April 6 meeting of the Curriculum Committee (at 3:15pm in RVAC 105)

REMINDERS:

- Check with Matthew Bielawa (bielawam@mail.ccsu.edu) for available course numbers; ***please be aware that changes to course descriptors and numbers can wreak havoc with degree evaluations; make such changes only if it is truly worth the trouble it may cause students.***
- Check the relevant shadow catalog for the most up-to-date versions of all courses/programs
- 2011-13 Undergraduate Catalog: <http://www.ccsu.edu/page.cfm?p=3772>
- 2012-14 Graduate Catalog: <http://www.ccsu.edu/page.cfm?p=7481>
- Password = ccsu
- ***If an item lacks a sponsor at even one subcommittee meeting at which it is scheduled to be discussed, then it will automatically be postponed in all subcommittees and will be considered in the next round of meetings.***

I. Approve minutes of previous meeting.

II. Announcements

A. Minor Changes

1: in the Major in Accounting, BS, change "AC 401" to "AC 302" (see Senate Report at <http://www.ccsu.edu/page.cfm?p=7375>)

2: in the Major in Psychology, BA, change PSY 113 from 3 credits to 1

3: in the Major in Psychology, BA, change "In addition, in order to graduate, students must take the Psychology Assessment test. The test will be administered by the department twice each semester; students may take the test only once." to read as follows "In addition, in order to graduate, students must take the Psychology Assessment test. The test will be administered by the department every semester; students may take the test only once."

B. Other Announcements?

III. Consent Agenda

OLD BUSINESS

| History | |
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| 1 | Undergraduate/Graduate Course Revision: HIST 482: cross-listing with SOC 480, change cycling and description |
| HIST 482 The Polish-American Immigrant and Ethnic Community 3 Prereq: SOC 110 or SOC 212 or HIST 301 or permission of instructor. Explores the processes of migration and resettlement of Polish immigrants and their descendants in America with a focus on economic, political and social factors. Cross-listed with SOC 480; no credit given to students with credit for SOC 480. Irregular. [GR] | |
| Sociology | |
| 2 | Undergraduate Course Addition: SOC 480: change number (from 423), cross-listing with HIST 482, change cycling and description, add Graduate Credit |
| SOC 480 The Polish-American Immigrant and Ethnic Community 3 Prereq: SOC 110 or SOC 212 or HIST 301 or permission of instructor. Explores the processes of migration and resettlement of Polish immigrants and their descendants in America with a focus on economic, political and social factors. Cross-listed with HIST 482; no credit given to students with credit for HIST 482. Irregular. [GR] | |

NEW BUSINESS

| Educational Leadership | |
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| 3 | Graduate Course Addition: ED 591: change prerequisites and description |
| | <p><i>New Course Entry:</i></p> <p>ED 591 Curriculum, Instruction, and Assessment I 3</p> <p>Prereq.: ED 598, EDT 540, EDL 555, ED 515, ED 520, EDL 523. Principles of standards-based elementary and secondary curriculum development, implementation, and curricular evaluation. Development of formative and summative evaluations to monitor student progress. Serves as capstone Plan E. Fall.</p> |
| 4 | Graduate Course Addition: ED 592 |
| | <p>ED 592 Curriculum, Instruction, and Assessment II 3</p> <p>Prereq.: ED 591. Continuation of ED 591. Spring.</p> |
| 5 | Graduate Course Revision: ED 515: change title, prerequisite, description |
| | <p><i>Current Course Entry:</i></p> <p>ED 515 School Law 3</p> <p>Teachers study legal bases of chosen profession and develop more adequate understanding of federal, state, and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Connecticut statutes and judicial interpretations.</p> <p><i>Revised Course Entry:</i></p> <p>ED 515 Professional Ethics and Law for Teachers 3</p> <p>Prereq.: EDT 540, EDL 555, ED 598. Ethical and legal basis of local, state, and national policies dealing with classroom practices and student rights, with emphasis on professional responsibility for meeting the diverse needs of students.</p> |
| 6 | Graduate Course Addition: ED 520 |
| | <p>ED 520 Instructional Programs for Diverse Learners 3</p> <p>Prereq.: EDT 540, EDL 555, ED 598. Application of knowledge about ethnicities, cultures, languages, individual student differences, and motivation to instructional improvement, intervention, and remediation. Implementation of SRBI, IDEA, and equitable opportunities to learn.</p> |
| 7 | Graduate Course Revision: ED 598: change title, description |
| | <p><i>Current Course Entry:</i></p> <p>ED 598 Research in Education 3</p> <p>Students will construct hypotheses in education, design a pilot study, and/or evaluate completed studies. Additional objectives may be presented by the instructor of the course.</p> <p><i>Revised Course Entry:</i></p> <p>ED 598 Research and Data for School Improvement 3</p> <p>Research based approach with emphasis on design and execution of school-based collaborative inquiry. Analyzing data from formative and summative assessments to improve decisions about instruction and practice, and student learning.</p> |
| 8 | Graduate Course Addition: EDL 523 |
| | <p>EDL 523 Collaboration, Coaching, and Instructional Leadership 3</p> <p>Prereq.: EDT 540, EDL 555, ED 598, or permission of the Department Chair. Knowledge about adult learning, collaboration, and effective group processes to facilitate professional development and shared accountability for student learning. Supporting colleague growth as coach, critical friend, or team leader.</p> |
| 9 | Graduate Course Addition: EDL 524 |

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| | EDL 524 Leadership and the Dynamics of Organizational Change 3 Prereq.: EDT 540, EDL 555, ED 598, or permission of the Department Chair. Theories of organizational change. Assessing school culture, developing goals for school improvement, and overcoming barriers to school change. Developing human, fiscal, technological, and community resources to support the change process. |
| 10 | Graduate Course Revision: EDL 555: change title, prerequisite, description |
| | <p><i>Current Course Entry:</i></p> <p>EDL 555 Leadership for Culturally Diverse Schools 3 Prereq.: Admission to an M.S. program or permission of department chair. Study of leadership roles and strategies for developing a positive school climate for diverse cultural and racial groups in urban/suburban schools.</p> <p><i>Revised Course Entry:</i></p> <p>EDL 555 Leadership for Social Justice 3 Theories of leadership for social justice with emphasis on inquiry, reflection, critical analysis, collaboration and advocacy. Facilitating effective interactions with diverse students, and among colleagues, families, and the larger community.</p> |
| 11 | Graduate Course Addition: EDL 594 |
| | EDL 594 Teacher Leadership Field Experience I 3 Prereq.: ED 592. Open only to students accepted into the Teacher Leadership Specialization. Part of a year-long supervised teacher leadership internship. Students initiate action plans that document collaborative curricula. Instructional and organizational change strategies promoting equitable outcomes for all students. Fall. |
| 12 | Graduate Course Addition: EDL 595 |
| | EDL 595 Teacher Leadership Field Experience II 3 Prereq.: EDL 594. Continuation of ELD 594. Spring. |
| 13 | Graduate Course Addition: EDT 540 |
| | EDT 540 Educational Technology: Instructional Design, Assessment, and Data 3 Use of technology in the systematic design of instruction to enhance, repurpose, and improve teaching, learning, and assessment. |
| 14 | Graduate Program Revision: Master of Science in Educational Leadership -- Teacher Leadership Strand |
| | <p>Program Rationale: The 36 credit master's degree in educational leadership -- teacher leadership strand -- is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations. The program is designed to prepare graduates to assume roles involving organizational leadership, curriculum renewal and program evaluation.</p> <p>Program Learning Outcomes: Students in the program are expected to:</p> <ol style="list-style-type: none">1. design, implement, and evaluate instructional programs to promote student learning;2. develop learning programs that are responsive to cultural and learning differences;3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;4. conduct fair, equitable, and effective classroom supervision;5. design, implement, and evaluate professional development activities that promote teacher learning;6. use standardized and classroom-based student performance data to improve student learning;7. facilitate team efforts to improve teaching and learning;8. understand, interpret, and critique educational research, and9. promote effective leadership within an educational setting. <p>The admission requirements for the Educational Leadership M.S. Teacher Leadership strand includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA, possess or be eligible for a Connecticut teaching certificate, and two letters of reference.</p> <p>Core Requirements (21 credits):</p> <p>ED 515 Professional Ethics and Law for Teachers or EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583); ED 520 Instructional Programs for Diverse Learners;</p> |

ED 598 Research and Data for School Improvement;
EDT 540 Instructional Design, Assessment, and Data Management;
EDL 523 Collaboration, Coaching, and Instructional Leadership;
EDL 524 Leadership and the Dynamics of Organizational Change;
EDL 555 Leadership for Social Justice.

Capstone Plan E (6 credits):

ED 591 Curriculum, Instruction, and Assessment I;
ED 592 Curriculum, Instruction, and Assessment II.

Field Experience (6 credits):

EDL 594 Teacher Leadership Field Experience I;
EDL 595 Teacher Leadership Field Experience II.

Electives (3 credits).

Students select advisor-approved elective courses to complete their graduate programs.

Note: While students may take some courses as non-matriculated students, they must be accepted into the program before taking a fourth 500-level course. 500-level courses beyond the third course will not count toward program completion

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| 15 | Graduate Program Revision: Master of Science in Educational Leadership -- Instructional Leadership Specialization: [electronic submission missing] |
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Program Rationale: The 30 credit master's degree in educational leadership – Instructional Leadership Strand -- is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations from an instructional point of view.

Program Learning Outcomes: Students in the program are expected to:

1. design, implement, and evaluate instructional programs to promote student learning;
2. develop learning programs that are responsive to cultural and learning differences;
3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;
4. conduct fair, equitable, and effective classroom supervision;
5. design, implement, and evaluate professional development activities that promote teacher learning;
6. use standardized and classroom-based student performance data to improve student learning;
7. facilitate team efforts to improve teaching and learning;
8. understand, interpret, and critique educational research.

The admission requirements for the Educational Leadership M.S. program includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA.

Core Requirements (18 credits):

ED 515 Professional Ethics and Law for Teachers
or
EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);

ED 520 Instructional Programs for Diverse Learners;
ED 598 Research and Data for School Improvement;
EDT 540 Instructional Design, Assessment, and Data Management;
EDL 523 Collaboration, Coaching, and Instructional Leadership;
EDL 555 Leadership for Social Justice.

Capstone Plan E (6 credits):

ED 591 Curriculum, Instruction, and Assessment I;
ED 592 Curriculum, Instruction, and Assessment II.

Electives (6 credits):

Students select advisor-approved elective courses to complete their graduate programs.

Note: While students may take some courses as non-matriculated students, they must be accepted into the program before taking a fourth 500-level course. 500-level courses beyond the third course will not count toward program completion

History

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| 16 | Graduate Course Addition: HIST 585 |
| | HIST 585 Modern World History 3 Explores the historical formation of the modern world with an emphasis on the processes that produced an interconnected globe: trade, war, imperialism, decolonization, and globalization. |
| 17 | Undergraduate Program Revision: Minor in Public History |
| | <i>Add HIST 405 into the list of courses for the Minor, in between HIST 404 and HIST 455 as follows:</i> HIST 404 American Material Culture 3 HIST 405 Local History and Community Development 3 HIST 455 Historical Representation in Latin America 3 |

18. Fingerprinting and Background Check on Professional Program students. [AS][SEPS][TECH][GS]

The following statement should be added to the courses listed below, after the course description and before the cycling information.

"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."

| Course | Course Name | Department |
|--------------|---------------------------------------|------------|
| ART 302 | Pre-Practicum/Art Education | Art |
| ART 303 | Practicum/Art Education I | Art |
| ART 400 | Art Educ Theory & Practice II | Art |
| ART 402 | Practicum in Art Education II | Art |
| ART 491 | Aesthetic/Crit Dialogue Art | Art |
| EDEL 415 | Elementary Social Studies methods | Teacher Ed |
| EDEL 430 | Elementary Student Teaching | Teacher Ed |
| EDSC 414/415 | TE Student teaching | Teacher Ed |
| EDSC 417/419 | PE Student teaching | Teacher Ed |
| EDSC 420/421 | Music student teaching | Teacher Ed |
| EDSC 425 | Secondary methods | Teacher Ed |
| EDSC 428/429 | Art student teaching | Teacher Ed |
| EDSC 435 | Student Teaching – Secondary | Teacher Ed |
| EDTE 315 | Principles of learning-Elementary | Teacher Ed |
| EDTE 316 | Principles of Learning-Secondary | Teacher Ed |
| EDTE 320 | Practicum in Elementary Education I | Teacher Ed |
| EDTE 420 | Practicum in Elementary Education II | Teacher Ed |
| ENG 420 | Teaching English in Secondary School | English |
| FA 412 | Fine Arts Across Curriculum | |
| MAT 510 | Research on Teaching Diverse Learners | Teacher Ed |
| MAT 520 | Design & Delivery of Instruction | Teacher Ed |
| MAT 533 | Field Experience in Cert Area | Teacher Ed |
| MAT 540 | Internship in Cert Area | Teacher Ed |
| MAT 550 | Research 2: Cond & Rep Act Rsrch | Teacher Ed |

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| MATH 412 | Elementary Math Methods | Math |
| MATH 413 | Teaching Math in Secondary School | Math |
| ML 428 | Methods/Materials Teach World Language Elementary | Modern Languages |
| ML 429 | Seminar in Modern Language Teaching Methods | Modern Languages |
| MUS 311 | General Music Education Part II (Grades 5-12) | Music |
| MUS 315 | Coral Music Methods | Music |
| MUS 316 | Instrumental Music Methods | Music |
| PE 405 | Elementary Methods in Physical Education | Physical Ed et. al |
| PE 406 | Adapted Physical Education | Physical Ed et. al |
| PE 416 | Organization & Administration of Physical Education | Physical Ed et. al |
| PE 417 | Secondary Methods in Phys Ed | Physical Ed et. al |
| PE 418 | Health Education: Methods, Materials & Resources | Physical Ed et. al |
| RDG 315 | Comprehensive Reading Instruction I | Reading |
| RDG 316 | Comprehensive Reading Instruction II | Reading |
| RDG 412 | Literacy in Elementary School | Reading |
| RDG 440 | Literacy in Secondary School | Reading |
| SCI 412 | Elementary School Methods | Physics |
| SCI 417 | Teaching Science in Sec School | Physics |
| SPED 315 | Introductory Education with Learner Exceptionalities | Special Ed |
| SPED 431 | Behavior Management & Social Skills Development | Special Ed |
| SPED 433 | Educational Assessment for Exceptional Learners | Special Ed |
| SPED 434 | Characteristics & Education of Individuals w/ Developmental Disabilities | Special Ed |
| SPED 435 | Curriculum Adaptation & Teaching Strategies | Special Ed |
| SPED 501 | Education of the Exceptional Learner | Special Ed |
| SSCI 415 | Social Studies Methods at Secondary Level | History |
| TE 400 | Professional Practice & Responsibility | Tech Eng Ed |

IV. Agenda

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| Accounting: postponed for lack of representative | |
| 19 | Undergraduate Course Revision: AC 212: change prerequisite only |
| | Old Prereq.: MIS 201 (may be taken concurrently), and AC 211(both with C- or higher) New Prereq.: AC 211 (C- or higher) |
| History: deferred to allow History, Modern Languages and International Studies come to agreement | |
| 20 | Undergraduate Program Addition: Minor in Polish Studies |
| | Minor in Polish Studies 18 credits including 6 credits of Polish language, unless waived by the Coordinator. The remaining credits from the following: ANTH 426 People and Cultures of Eastern Europe HIST 319 Race, Ethnicity, Migration in the United States HIST 356 History of East Central Europe HIST 379 History of Poland before 1795 HIST 380 Modern Poland HIST 481 The Jews of Poland HIST 482/SOC 480 The Polish-American Immigrant and Ethnic Community |

Or electives approved by the Coordinator

21. Senate-Mandated Review of By-laws

Current Curriculum Committee Bylaws: <http://www.ccsu.edu/page.cfm?p=3494>

Proposed Revision of Bylaws: <http://www.ccsu.edu/page.cfm?p=8816>