Central Connecticut State University (CCSU) > **School of Education and Professional Studies**

SEPS Curriculum Meeting Minutes
March 15, 2011

In attendance: C. King (CFT), J. Bishop (PEHP), Mary Pat Bigley (Deans Rep), S. Bochain (NRSE), J. Nicoll-Senft (SPED), & D. Adams , T. Rigazio-DiGilio (Ed Leadership), O. Logurro (Ed. Leadership), E. Chase (Liibrary), W. Fothergill (Counseling/Wellness), K. Love (Teacher Ed), D. Gonzalez Sunders (SW). L. Valerie (Reading)

I.   Review of meeting minutes from Dec. 2010 & Feb, 2011 meeting- Gonzolez Sunders/Bigley- approved. .

II.   OLD BUSINESS

<table>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3">**Physics and Earth Sciences**</td></tr>
<tr><td>2</td><td>Undergraduate Course Revision: **SCI 412**: *change prerequisites and description*</td><td>Tabled due to no representative</td></tr>
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III.   NEW BUSINESS

<table>
<tr><td colspan="3">**Educational Leadership**</td></tr>
<tr><td>5</td><td>Graduate Course Addition: ED 591 **: *change prerequisite and description***</td><td>[]</td></tr>
<tr><td></td><td>*New Course Entry:591*

ED 591   Curriculum, Instruction, and Assessment I   3

Prereq.: ED 598, EDT 540, EDL 555. Principles of standards-based elementary and secondary curriculum development, implementation, and curricular evaluation. Development of formative and summative evaluations to monitor student progress. Fall.</td><td></td></tr>
<tr><td>6</td><td>Graduate Course Addition: **ED 592**</td><td></td></tr>
<tr><td></td><td>ED 592   Curriculum, Instruction, and Assessment II   3
Prereq.: ED 591. Continuation of 591. Spring.</td><td></td></tr>
<tr><td>7</td><td>Graduate Course Revision: **ED 515**: *change title, prerequisite, description*</td><td></td></tr>
<tr><td></td><td>*New Course Entry:*</td><td></td></tr>
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	ED 515 Professional Ethics and Law for Teachers 3 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.	
8	Graduate Course Addition: **ED 520**	
	ED 520 Instructional Programs for Diverse Learners 3 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.	
9	Graduate Course Revision: **ED 598**: *change title, description*	[SEPS][GS]
	New Course Entry: ED 598 Research and Data for School Improvement 3 Research to improve practice and student achievement with emphasis on design and execution of a school-based collaborative inquiry. Analyzing data from formative and summative assessments to support decisions about student learning and instructional improvement.	
10	Graduate Course Addition: **EDL 523**	
	EDL 523 Collaboration, Coaching, and Instructional Leadership 3 Prereq.: EDT 540, EDL 555, ED 598. 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.	
11	Graduate Course Addition: **EDL 524**	
	EDL 524 Leadership and the Dynamics of Organizational Change 3 Prereq.: EDT 540, EDL 555, ED 598. 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.	
12	Graduate Course Revision: **EDL 555**: *change title, prerequisite, description*	
	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.	

13	Graduate Course Addition: **EDT 540** *[chair's signature missing]*	
	EDT 540 Educational Technology: Instructional Design, Assessment, and Data 3 Use of technology and systematic design to enhance, repurpose, and improve assessment and instruction.	
14	Graduate Course Addition: **EDL 594**	
	EDL 594 Teacher Leadership Field Experience I 3 Prereq.: ED 592. With the approval of the Department Chair, one prerequisite may be taken with the field experience for each semester. Part one of a year-long supervised teacher leadership internship. Students initiate action plans, to document collaborative, curriculum and instructional and organizational change strategies promoting equitable outcomes for all students. Fall.	
15	Graduate Course Addition: **EDL 595**	
	EDL 595 Teacher Leadership Field Experience II 3 Prereq.: EDL 594. Part two of an academic year-long supervised teacher leadership field experience. Students initiate and complete action plans to document collaborative, curriculum and instructional and organizational change strategies promoting equitable outcomes for all students. Spring.	
16	Graduate Program Revision: **Master of Science in Educational Leadership -- Teacher Leadership Strand**	
	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. **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, and 9. promote effective leadership within an educational setting. 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. **Core Requirements** (33 credits):	

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

ED 591 Curriculum, Instruction, and Assessment I;
ED 592 Curriculum, Instruction, and Assessment II;
ED 520 Instructional Programs for Diverse Learners;
ED 598 Research and Data for School Improvement;
EDL 523 Collaboration, Coaching, and Instructional Leadership;
EDL 555 Leadership for Social Justice;
EDT 540 Instructional Design, Assessment, and Data Management;
EDL 524 Leadership and the Dynamics of Organizational Change;
EDL 594 Teacher Leadership Field Experience I;
EDL 595 Teacher Leadership Field Experience II;

and 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

17	Graduate Program Revision: **Master of Science in Educational Leadership -- Instructional Leadership Specialization:** *[electronic submission missing]*	[

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 (24 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;
EDL 523 Collaboration, Coaching, and Instructional Leadership;

EDL 555 Leadership for Social Justice;
EDT 540 Instructional Design, Assessment, and Data Management;

ED 591 & 592

and 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

21. **Fingerprinting and Background Check on Professional Program students**

Discussion. Motion- Lynda/Shelly- approved

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
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

22. **Senate-Mandated Review of By-laws (Curriculum Committee By-laws)**

Discussion by committee

   A. Please review the By-laws to see whether any revision is needed

   B. Potential problem areas that have been noted in the past include:

1.   Under "Membership"

1.1. **Problem #1**: item 3 is a problem because we rarely have a student member, and when we do, the student does not attend regularly.

1.1.1. Possible Solution: change the section to read as follows. "A maximum of five students. Deans of the Undergraduate Schools and the Dean of Graduate Studies may each appoint one student for a one-year renewable term of service."

1.2. **Problem #2**: some Departments fail to notify the Curriculum Committee chair of the departmental representative and alternate in a timely manner. This makes it extremely difficult for the chair to make subcommittee assignments.

1.2.1. Possible Solution: amend item 2 by adding the following sentence at the end. "If an academic department fails to submit the names of the departmental representative and alternate by [insert appropriate date], the department chair will be the representative."

1.3. **Problem #3**: attendance is poor. This defeats the faculty oversight of the curriculum.

1.3.1. Possible Solution: institute the status of "probation" and "member in good standing" by adding item 2e under "Curriculum Committee Procedures" to read as follows. "If a department lacks representation in three consecutive meetings of the Curriculum Committee, then it will be on probation. The Curriculum Committee will notify the department chair of its status, and that if it lacks representation in two more consecutive meetings, the department will no longer be in good standing, and will not be allowed to submit any requests to the Curriculum Committee for the remainder of the school year."

2. Under "Functions and Responsibilities"

2.1. Item 3 requires an annual review of courses that have not been taught for two consecutive years. In practice, almost all of the courses that have not been taught for two consecutive years are courses that departments wish to retain and plan to offer irregularly. Also, the consequences of deleting a course that a Department wants to retain are worse than keeping a course that a Department no longer uses.

2.2. Possible Solution: change the section to read as follows. "To hold a biennial review, following notification of the affected departments, of those courses which have not been taught for three consecutive years."

3. Under "Curriculum Committee Procedures"

3.1. Item 5

3.1.1. Problem: this item is out of place. Since it deals with the submission of requests, it belongs under Item 2. Also, it does not specify the proper procedures for requests it mentions. (Plus, it's in the passive voice).

3.1.2. Possible Solution: delete section 5 and add section 2e, to read as follows. "The President of CCSU, the Faculty Senate, or any other properly constituted agency of the University may submit a request to the Curriculum Committee. All such submissions must abide by the procedures listed in 2a-2d above."

3.2. Automatic re-submission of proposals

3.2.1. Problem: there is no law specifying what is to happen to a proposal if the Faculty Senate fails to approve it, or if the President fails to sign it. Presumably, in either eventuality there is some specific reason for the problem, and the benefit of the doubt should be in favor of a proposal that made it through the Curriculum Committee, i.e. the problem can be addressed by modifying the proposal.

3.2.2. Possible Solution: add one more item to this section of the By-Laws, to read as follows. "Any items in the Curriculum Committee's report to the Faculty Senate that are not approved by the Faculty Senate or are not signed by the President are automatically re-submitted to the Curriculum Committee."

3.3. Item 4

3.3.1. **Problem #1**: item 4c is dangerously vague.

3.3.1.1.   Towards a solution: making vague language precise is often perilous. Once you begin listing specific possibilities, (a) it is sometimes hard to know when you are finished, and (b) the implication will always be that if something is not listed, then it is not constrained by law. A minimal change would be to include one or two examples of what is meant (e.g. when a proposal by one Department involves prerequisites in other Departments).

3.3.1.2.   Larger Worry: the current language of Item 4 is maximally fractious. The language places the burden of all "turf wars" squarely on the Curriculum Committee, when in practice the Curriculum Committee regularly urges squabbling Departments to come to an agreement with each other *before* bringing disputed proposals to the Committee. Do we want to keep the language this way, or do we want to place a burden on Departments to settle (or try to settle) inter-departmental disputes before the Committee considers such proposals? We need to make a decision on this basic issue before we solve this problem.

3.3.2.   **Problem #2**: this item says nothing regarding University-wide proposals (either requirements or changes).

3.3.2.1.   Fundamental Concern: do we think that the burden is primarily on the Curriculum Committee to publicize such proposals and gather responses from Departments and Schools (etc.)? Alternatively, do we think that Departments and Schools bear the burden of making sure that they are adequately represented in the Curriculum process (e.g. by making sure that their representatives attend meetings, and inform their Departments of important business)? We need to make a decision on this basic issue before we solve this problem.

4.   Under "Curriculum Committee Structure"

4.1. Item 1

4.1.1.   Problem: the subcommittee structure does not clarify the procedure for dealing with proposals that are tabled in one subcommittee but not others.

4.1.2.   Possible Solution: amend item 1c by adding the following sentence at the end. "A proposal tabled in one subcommittee is tabled in all subcommittees, and is automatically re-considered in the next round of meetings."

4.2. Item 3

4.2.1.   Problem: the International and Area Studies Committee is *de facto* defunct.

4.2.2.   Possible Solution A: delete item 3.   Because item 4 empowers the General Education subcommittee "to assist in the refinement, development and implementation of the General Education Program," and because the "International" designation is part of the General Education Program, the functions listed in item 3 will automatically devolve to the General Education Subcommittee. Furthermore, since the General Education subcommittee is empowered to "organize itself" (item 4a), it may, if it wishes, establish its own task force (etc.) to concentrate on the "International" designation.

4.2.3.   Possible Solution B: delete item 3 and add item 4e to read as follows. "The subcommittee shall be recognized as the review committee for all international program and course proposals as well as all course proposals for which an "International" designation is requested."

4.3. Item 4

4.3.1.   **Problem #1**: the By-Laws do not specify a procedure for assigning the General Education credit for a "First Year Seminar."

4.3.1.1.   Possible Solution A: no action. Since item 4 explicitly establishes the General Education subcommittee "to assist in the refinement, development and implementation of the General Education Program," the assignment of General Education credit for a "First Year Seminar" automatically devolves to the General Education subcommittee.

4.3.1.2.   Possible Solution B: add item 4e to read as follows. "The subcommittee shall be recognized as the review committee for assigning General Education credit to First Year Seminars."

4.3.2.   **Problem #2**: the By-Laws do not specify a procedure for determining which courses will get a "D" designation, if the "D" designation becomes part of the General Education Program.

4.3.2.1.   Possible Solution: add item 4e to read as follows. "The subcommittee shall be recognized as the review committee for assigning General Education credit to all courses seeking such credit. It may establish such entities as committees or review boards that focus on specific aspects of the General Education Program. It may petition the Faculty Senate to establish a subcommittee of the Senate with preeminent or exclusive authority to submit requests for credit in some specific portion of the General Education Program."

4.3.2.2.   Note: this solution will solve three problems at once, i.e. the problem with the "I" designation, the "D" designation, and "FYS" courses.