

## Central Connecticut State University (CCSU) &gt; Graduate Studies Curriculum Committee

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TO: Members of the Graduate Studies Curriculum Subcommittee  
 FROM: Carlotta Parr, Chair  
 832-3317; [parrc@ccsu.edu](mailto:parrc@ccsu.edu)  
 SUBJ: Minutes of Meeting on March 17, 2011, Meeting at 2:30 in RVAC 106

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Members in Attendance: Oscar Perdomo (Math), Eric Leonidas (English), William R. Nelson (Special Education), Basile Panoutsopoulos (Computer Elect. & Graphics Tech.), Don Adams (Chair, Curriculum Committee), Susan Seider (Chair, Graduate Studies Committee), Paulette Lemma (Dean), Glynis Fitzgerald (Dean's Assistant)

**I. MINUTES:**

The minutes of the February 17<sup>th</sup> meeting were approved.

**II. OLD BUSINESS**

A. The committee approved the course revision of HIST 482: The Polish-American Immigrant and Ethnic Community in the History Department (Kate McGrath, Representative). The course description is described below.

History					
1	Undergraduate/Graduate Course Revision	HIST 482: The Polish-American Immigrant and Ethnic Community 3	Cross-listing with SOC 480, change cycling and description	Approved	[AS][GS]
	HIST 482: The Polish-American Immigrant and Ethnic Community 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]				

**III. NEW BUSINESS**

A. The committee approved the course revision of SOC 480: The Polish-American Immigrant and Ethnic Community in the Sociology Department (Stephen Adair, Representative). The course description is described below.

Sociology					
1	Undergraduate Course Addition	SOC 480 The Polish-American Immigrant and Ethnic Community 3	Change number (from 423), cross-listing with HIST 482, change cycling and description, add Graduate Credit	Approved	[AS][GS]
	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]				

B. The committee approved the following course revisions and additions, and program revisions in the Educational Leadership Department (Tony Rigazio-Digilio and Olusegun Sogunro, Representatives). The revisions are described below.

Educational Leadership					
2	Graduate Course Addition: ED 511	ED591: Curriculum, Instruction, and Assessment I 3	Change course number, prerequisite and description	Approved as Amended	[SEPS][GS]
	New Course Entry:	ED 511 Curriculum, Instruction, and Assessment I 3			
PROPOSED  ED 511: Curriculum, Instruction, and Assessment I  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.			AMENDED  ED 591: Curriculum, Instruction, and Assessment I  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.		
3	Graduate Course Addition: ED 512	ED512: Curriculum, Instruction, and Assessment II 3		Approved as Revised	[SEPS][GS]
PROPOSED  ED 512: Curriculum, Instruction, and Assessment II 3 Prereq.: ED 591. Continuation of ED 591. Spring.			AMENDED  ED 592: Curriculum, Instruction, and Assessment II 3 Prereq.: ED 591. Continuation of ED 591. Spring		
4	New Course Entry: ED 515	ED 515 Professional Ethics and Law for Teachers 3	Change title, prerequisite, description	Approved	[SEPS][GS]
	New Course Entry:  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.				
5	Graduate Course Addition: ED 520	ED 520 Instructional Programs for Diverse Learners 3		Approved	[SEPS][GS]
	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.				
6	Graduate Course Revision: ED 598	ED 598 Research and Data for School Improvement 3	Change title, description	Approved as Amended	[SEPS][GS]

	PROPOSED:  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.		AMENDED  ED 598: Research and Data for School Improvement 3 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.		
7	Graduate Course Addition: EDL 523	EDL 523: Collaboration, Coaching, and Instructional Leadership 3		Approved as Revised	[SEPS][GS]
	EDL 523: Collaboration, Coaching, and Instructional Leadership 3 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.				
8	Graduate Course Addition: EDL 524	EDL 524 Leadership and the Dynamics of Organizational Change 3		Approved as Revised	[SEPS][GS]
	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.				
9	Graduate Course Revision: EDL 555	EDL 555 Leadership for Social Justice 3	Change title, prerequisite, description	Approved	[SEPS][GS]
	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.				
10	Graduate Course Addition: EDT 540 [chair's signature missing]	EDT 540 Educational Technology: Instructional Design, Assessment, and Data 3		Approved as Revised	[SEPS][GS]
	PROPOSED  EDT 540: Educational Technology: Instructional Design, Assessment, and Data 3 This course is composed of three inter-related parts that use technology to improve the delivery of instructional		REVISED  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.		

		services. The course focuses on the use of systematic design to enhance, repurpose, and improve assessment and instruction.			
11	Graduate Course Addition: EDL 591	EDL 591 Teacher Leadership Field Experience I 3	Change course number, course number, course description	Approved as Revised and Amended	[SEPS][GS]
	PROPOSED  EDL 591: Teacher Leadership Field Experience I Prereq.: ED 592. [ED515, ED511 ED512, ED 520, ED598, EDL 523, EDL 524, EDL 555, and EDT540.] 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.		REVISED  EDL 594: Teacher Leadership Field Experience I Prereq.: ED 592. [ED515, ED 520, and EDL 523.] 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 curriculum, instructional and organizational change strategies promoting equitable outcomes for all students. Fall.		
12	Graduate Course Addition: EDL 592	EDL 592 Teacher Leadership Field Experience II	Change course number, course number, course description	Approved as Revised and Amended	[SEPS][GS]
	PROPOSED  EDL 592: Teacher Leadership Field Experience II Prereq.: EDL 592. 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.		REVISED  EDL 595: Teacher Leadership Field Experience II Prereq.: EDL 594. Continuation of EDL 594.		
13	Graduate Program Revision: Master of Science in Education Leadership—Teacher Leadership Strand			Approved as Revised	[SEPS][GS]
	PROPOSED  Master of Science in Education Leadership—Teacher Leadership Strand		REVISED  Master of Science in Education Leadership—Teacher Leadership Specialization		
	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		Program Rationale: The 36 credit master's degree in educational leadership; teacher leadership specialization 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>graduates to assume roles involving organizational leadership, curriculum renewal and program evaluation.</p> <p><b>Program Learning Outcomes:</b> Students in the program are expected to:</p> <ol style="list-style-type: none"> <li>1. design, implement, and evaluate instructional programs to promote student learning;</li> <li>2. develop learning programs that are responsive to cultural and learning differences;</li> </ol>	<p><b>Program Learning Outcomes:</b> Students in the program are expected to:</p> <ol style="list-style-type: none"> <li>1. design, implement, and evaluate instructional programs to promote student learning;</li> <li>2. develop learning programs that are responsive to cultural and learning differences;</li> </ol>
<p>3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;</p> <p>4. conduct fair, equitable, and effective classroom supervision;</p> <p>5. design, implement, and evaluate professional development activities that promote teacher learning;</p> <p>6. use standardized and classroom-based student performance data to improve student learning;</p> <p>7. facilitate team efforts to improve teaching and learning;</p> <p>8. understand, interpret, and critique educational research, and</p> <p>9. promote effective leadership within an educational setting.</p> <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><b>Core Requirements (33 credits):</b></p> <p>ED 515 Professional Ethics and Law for Teachers or EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);</p> <p>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;</p>	<p>3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;</p> <p>4. conduct fair, equitable, and effective classroom supervision;</p> <p>5. design, implement, and evaluate professional development activities that promote teacher learning;</p> <p>6. use standardized and classroom-based student performance data to improve student learning;</p> <p>7. facilitate team efforts to improve teaching and learning;</p> <p>8. understand, interpret, and critique educational research, and</p> <p>9. promote effective leadership within an educational setting.</p> <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><b>Core Requirements (21 credits):</b></p> <p>ED 515 Professional Ethics and Law for Teachers or EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);</p> <p>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;</p>

<p>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 (6 credits). Students select advisor-approved elective courses to complete their graduate programs.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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14	Graduate Program Revision: Master of Science in Educational Leadership -- Instructional Leadership Specialization: [electronic submission missing]	Approved as Revised	[SEPS][GS]
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<p><b>PROPOSED</b></p> <p>Master of Science in Educational Leadership -- Instructional Leadership Specialization:</p> <p>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.</p> <p>Program Learning Outcomes: Students in the program are expected to:</p> <ol style="list-style-type: none"> <li>1. design, implement, and evaluate instructional programs to promote student learning;</li> <li>2. develop learning programs that are responsive to cultural and learning differences;</li> <li>3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;</li> <li>4. conduct fair, equitable, and effective classroom supervision;</li> <li>5. design, implement, and evaluate professional development activities that promote teacher learning;</li> <li>6. use standardized and classroom-based student performance data to improve student learning;</li> <li>7. facilitate team efforts to improve teaching and learning;</li> <li>8. understand, interpret, and critique educational research.</li> </ol>	<p><b>REVISED</b></p> <p>Master of Science in Educational Leadership: Instructional Leadership Specialization</p> <p>Program Rationale: The 30 credit master's degree in educational leadership: Instructional Leadership Specialization is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations from an instructional point of view.</p> <p>Program Learning Outcomes: Students in the program are expected to:</p> <ol style="list-style-type: none"> <li>1. design, implement, and evaluate instructional programs to promote student learning;</li> <li>2. develop learning programs that are responsive to cultural and learning differences;</li> <li>3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;</li> <li>4. conduct fair, equitable, and effective classroom supervision;</li> <li>5. design, implement, and evaluate professional development activities that promote teacher learning;</li> <li>6. use standardized and classroom-based student performance data to improve student learning;</li> <li>7. facilitate team efforts to improve teaching and learning;</li> <li>8. understand, interpret, and critique educational research.</li> </ol> <p>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.</p> <p>Core Requirements (18 credits):</p> <p>ED 515 Professional Ethics and Law for Teachers or EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);</p> <p>ED 520 Instructional Programs for Diverse Learners; ED 591 Curriculum, Instruction, and Assessment I; ED 592 Curriculum, Instruction, and Assessment II;</p>
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<p>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.</p> <p>Core Requirements (24 credits):</p> <p>ED 515 Professional Ethics and Law for Teachers or EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);</p> <p>ED 520 Instructional Programs for Diverse Learners;</p> <p>ED 591 Curriculum, Instruction, and Assessment I;</p> <p>ED 592 Curriculum, Instruction, and Assessment II;</p> <p>ED 598 Research and Data for School Improvement;</p> <p>EDL 523 Collaboration, Coaching, and Instructional Leadership;</p> <p>EDL 555 Leadership for Social Justice;</p> <p>EDT 540 Instructional Design, Assessment, and Data Management;</p> <p>and Electives (6 credits). Students select advisor-approved elective courses to complete their graduate programs.</p> <p>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</p>	<p>ED 598 Research and Data for School Improvement;</p> <p>EDL 523 Collaboration, Coaching, and Instructional Leadership;</p> <p>EDL 555 Leadership for Social Justice;</p> <p>EDT 540 Instructional Design, Assessment, and Data Management;</p> <p>and Electives (6 credits). Students select advisor-approved elective courses to complete their graduate programs.</p> <p>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</p>
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C. The committee approved the following course addition in the History Department (Kate McGrath, Representative). The course description is described below.

B.

History					
15	Graduate Course Addition: HIST 585	HIST 585: Modern World History 3		Approved	[AS][GS]
	<p>HIST 585: Modern World History 3</p> <p>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.</p>				

D. The committee approved the addition of the following statement to the course descriptions to all of the courses listed below.

"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

E. The committee provided input to the proposed changes to the Curriculum Committee By-laws.

F. The meeting adjourned at 4:30 p.m. the next meeting will be held on April 21<sup>st</sup> in the Blue & White Room in the Student Center.

Respectfully submitted,

N. Carlotta Parr, Committee Chair