

Central Connecticut State University (CCSU) > April

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To: Faculty Senate
From: Don Adams, Chair of the Curriculum Committee
Date: 4/9/2011

On April 6, the Curriculum Committee met and approved the following items. On behalf of the Curriculum Committee, I submit these items for the approval of the Faculty Senate at its meeting on Monday, April 11.

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."

Educational Leadership	
1	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>
2	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>
3	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>
4	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>
5	Graduate Course Revision: ED 598: change title, description

	<p><i>Current Course Entry:</i></p> <p>ED 598 Research in Education 3 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 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>
6	Graduate Course Addition: EDL 523
	<p>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.</p>
7	Graduate Course Addition: EDL 524
	<p>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.</p>
8	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>
9	Graduate Course Addition: EDL 594
	<p>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.</p>
10	Graduate Course Addition: EDL 595
	<p>EDL 595 Teacher Leadership Field Experience II 3 Prereq.: EDL 594. Continuation of ELD 594. Spring.</p>
11	Graduate Course Addition: EDT 540
	<p>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.</p>
12	Graduate Program Revision: Master of Science in Educational Leadership -- Teacher Leadership Specialization

	<p>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> <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, and 9. promote effective leadership within an educational setting. <p>The admission requirements for the Educational Leadership M.S. Teacher Leadership specialization 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);</p> <p>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 524 Leadership and the Dynamics of Organizational Change; EDL 555 Leadership for Social Justice.</p> <p>Capstone Plan E (6 credits):</p> <p>ED 591 Curriculum, Instruction, and Assessment I; ED 592 Curriculum, Instruction, and Assessment II.</p> <p>Field Experience (6 credits):</p> <p>EDL 594 Teacher Leadership Field Experience I; EDL 595 Teacher Leadership Field Experience II.</p> <p>Electives (3 credits).</p> <p>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>
13	<p>Graduate Program Revision: Master of Science in Educational Leadership -- Instructional Leadership Specialization: <i>[electronic submission missing]</i></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"> 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

14	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.
15	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
16	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]
17	Undergraduate Program Addition: Minor in Polish Studies
	Minor in Polish Studies 18 credits including 6 credits of Polish language, unless waived by the Modern Languages Department. 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
Sociology	
18	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]

19. 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
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

20. 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>