

SEPS Curriculum Committee Minutes for April 15, 2014 SEPS Curriculum Meeting

In attendance: Carol Ciotto, Mark Jackson, Joan Nicoll-Senft, John Tully, Mary Pat Bigley, Melissa Coleman, Evadne Ngazimbi, Sally Drew, Judith Rosenberg, Ellen Retelle, Barry Sponder

A. Review and approve minutes of previous meetings

Approved and passed by committee. 4/15/14

C. Old Business

History		
C4.1	<p>Program Revision Major in History, B.S. (Certifiable for secondary teaching of history and social studies)</p> <p>HIST 121 World Civilization I 3 HIST 122 World Civilization II 3 HIST 301 The Historical Imagination 3 (taken prior to the first 400-level history course) 12 credits of U.S. history at the 300 or 400 level HIST 490 Senior Seminar 3 (taken after 24 credits of history courses, including HIST 301 and 6 credits of history courses at the 400 level) 6 credits of European history above the 100 level</p> <p>6 credits of non-western history above the 100 level. <i>(3 of the 6 credits must appear on the state approved non-western history course list.)</i></p> <p>12 credits in 400-level history courses and 12 credits in social science from the following:</p> <p>PS 104 The World's Political Systems 3 or</p> <p>PS 110 American Government & Politics 3 ECON 200 Macro Economics 3 ECON 201 Micro Economics 3 SOC 110 Introductory Sociology 3</p>	<p>No representative present at SEPS</p> <p>Approved at AS</p>

	<p>Related Requirements</p> <p>ANTH 140 Introduction to Anthropology 3 GEOG 110 Introduction to Geography 3 or</p> <p>GEOG 120 World Regional Geography 3 For additional course requirements in education, consult with the School of Education and Professional Studies.</p> <p>No minor is required of students in this major.</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	
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Educational Leadership		
C5.1	<p>Program revision <u>MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY</u></p> <p>NOTE to Curriculum Committee. The masters program will be reduced from 36 credits to 30 credits because content has been integrated into other courses. Deleted EDT 533 and EDT 521 from the program. EDT 514 is removed from the program as an option to EDF 583, but will be offered as an optional course.</p> <p>Course and Capstone Requirements:</p> <p>Core Courses (21 credits):</p> <p>EDT 500 Instructional Design and Evaluation I EDT 501 Message Design and Production EDT 510 Design Tools EDT 512 Computer-based Instruction EDT 521 Interactive Multimedia for Instruction I EDT 522 Instructional Design and Evaluation II EDT 531 Interactive Multimedia for Instruction II EDT 532 Distance Learning and Networking I EDT 533 Distance Learning and Networking II</p> <p>Professional Education (3 credits):</p>	<p>SEPS GR</p> <p>This item was returned to SEPS and GR for discussion of the removal of EDT 533 from the program</p>

<p>One of the following:</p> <p>EDF 500 Contemporary Educational Issues</p> <p>EDF 516 School and Society</p> <p>EDF 524 Foundations of Contemporary Theories of Curriculum</p> <p>EDF 525 History of American Education</p> <p>EDF 538 The Politics of Education</p> <p>EDF 583 Sociological Foundations of Education</p> <p>or</p> <p>EDT 514 Integrating Technology in the Classroom Curriculum (ET majors must choose this course)</p> <p>Research and Capstone Requirements (6 credits):</p> <p>Plan A: Thesis</p> <p>Plan E:</p> <p>EDT 598 Inquiry in Educational Technology</p> <p>EDT 597 Final Project</p> <p>Note: Plan A (Thesis) or Plan E (Special Project) may be selected in consultation with the advisor.</p> <p>EDT 597 Final Project The purpose of the Master's Final Project (MFP) is to allow graduate students to complete a comprehensive instructional project. The scope of MFP experience is large and is different from a classroom project. It is meant to act as a synthesis of students' total classroom experiences. It is a culminating experience that allows graduate students to perform their skills in an independent manner. The student must bear the responsibility of the decisions and actions taken at every level of the project. The faculty's role is one of a sounding board and not to influence or provide further training.</p> <p>Students in the program cannot begin the MFP without submitting a comprehensive proposal. In addition, students must have completed 24 credits of work before enrolling in the summer EDT 597 Final Project course.</p> <p>Computer prerequisite: A valid CCSU BlueNetID (username) and password. Graduate students must also have a personal computer and e-mail account.</p> <p>Special Service Course (undergraduate and graduate):</p>	
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	<p>EDT 490 Instructional Computing</p> <p>Note: Students interested in a School Library Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office.</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	
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D. New Business

Counseling		
2.1	<p>Course Addition CNSL 569 Foundations of Clinical Mental Health Counseling</p> <p>Prereqs: none</p> <p>This course includes a study of the history, philosophy, administration, fiscal management, legal and ethical practices of the mental health counseling profession. The evaluation of mental health counseling programs in community settings will also be studied.</p> <p>Fall</p> <p>GR</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
2.2	<p>Course Addition CNSL 573 Counseling Families</p> <p>Prereqs: CNSL 501 and CNSL 500</p> <p>This course will study the processes and theories of counseling families. The focus is on preparing students to think systematically and to learn about family concepts, dynamics, theories and techniques.</p> <p>Spring</p> <p>GR</p>	SEPS GR

	<u>Approved and passed by committee. 4/15/14</u>	
2.3	<p>Program Revision <u>PROFESSIONAL AND REHABILITATION COUNSELING</u></p> <p>Remove CNSL 507 and replace with CNSL 569</p> <p>Remove MFT 541 and replace with CNSL 573</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
Educational Leadership		
3.1	<p>Course addition <u>EDL 551 Curriculum Leadership</u></p> <p>3 credits</p> <p>Prereqs: none</p> <p>The course designed to investigate the scope and components of curriculum leadership. Curriculum planning, delivery, monitoring, and evaluation as they relate to leadership behavior will be studied. Students will demonstrate the requisite skills needed for effective curriculum and instructional leadership.</p> <p>GR</p> <p>Note: this is a reinstatement of a course deleted last year</p> <p><u>Will remain EDL 551</u></p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
3.2	<p>Course addition <u>EDL 688 Administration Programs for Diverse Learners I</u></p> <p>1 credit</p> <p>Prereqs: none</p> <p>The course will provide administrative and current information about programs, policies, and procedures at the federal, state, and local levels for students who are English Language Learners.</p> <p>GR</p>	SEPS GR

	<u>Approved and passed by committee. 4/15/14</u>	
3.3	<p>Course addition EDL 689 Administration Programs for Diverse Learners II</p> <p>1 credit</p> <p>Prereqs: none</p> <p>The course will provide administrative and current information about programs, policies, and procedures at the federal, state, and local levels for students who are English Language eligible for Special Education services. Learners.</p> <p>GR</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
3.4	<p>Program revision MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP</p> <p>Strand I Educational Leadership (36 credits)</p> <p>Required Courses (27 credits)</p> <p>ED 517 Evaluation ED 540 Educational Motivation and the Learning Process ED 551 Curriculum Leadership EDL 551 Curriculum Leadership ED 598 Research in Education EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change EDL 555 Leadership for Culturally Diverse Schools EDL 594 Practicum I Educational Leadership EDL 595 Practicum II Educational Leadership Electives (9 credits) Capstone Requirement: Comprehensive Exam</p> <p>Strand 2 Teacher and Curriculum Leadership (30 credits)</p> <p>Required Courses (18 credits)</p> <p>ED 598 Research in Education EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change EDL 555 Leadership for Culturally Diverse Schools EDL 591 Curriculum, Instruction, Assessment I EDL 592 Curriculum, Instruction, Assessment II Capstone Requirement embedded in EDL 591 and EDL 592 Elective courses (12 credits): Students select advisor-approved elective courses to complete their graduate programs. Note: While students may take some</p>	SEPS GR

	<p>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><u>Approved and passed by committee. 4/15/14</u></p>	
3.5	<p>Program revision <u>SIXTH-YEAR CERTIFICATE IN EDUCATIONAL LEADERSHIP</u></p> <p>Add EDL 688 <u>(1)</u> and EDL 689 <u>(1)</u> to core (does this increase total number of credits? <u>Remove EDL 692 (2)</u>)</p> <p>http://www.ccsu.edu/page.cfm?p=15167</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
Geography		
5.5	<p>Course Revision <u>GEOG 414 Teaching Methods in Geography</u></p> <p>Remove all prerequisites</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	AS SEPS
Physical Education		
9.1	<p>Program revision <u>Major in Physical Education: Exercise Science and Health Promotion, B.S. (not certifiable for teaching)</u></p> <p>Change title to: Major in Exercise Science; BS in Exercise Science</p> <p>67 credits as follows:</p> <p>Lecture Courses (61 credits)</p> <p>EXS 110 Concepts in Health & Fitness 3 EXS 113 Introduction to Exercise Science 3 EXS 207 Anatomy and Physiology in Exercise Science I 3 EXS 208 Anatomy and Physiology in Exercise Science II 3</p>	AS SEPS

<p>EXS 211 Anatomy and Physiology in Exercise Science I Laboratory 1 EXS 212 Anatomy and Physiology in Exercise Science II Laboratory 1 EXS 215 Physiological Aspects of the Human Performance of the Aging 3 EXS 216 Kinesiology 3 EXS 217 Care and Treatment of Athletic Injuries 3 EXS 307 Human Nutrition 3 EXS 311 Stress Management 3 EXS 331 Measurement and Evaluation in Exercise Science 3 EXS 376 Theories of Strength Training and Conditioning 2 EXS 408* Physiology of Sport and Exercise 3 EXS 409* Clinical Exercise Physiology 3 EXS 415* Fitness Assessment and Exercise Prescription 3 EXS 416* Graded Exercise Testing 3 EXS 421* Pharmacology in Sports Medicine 3 EXS 425* Implementation and Evaluation of Health Promotion Programs 3 EXS 450* Practicum in Exercise Science 3 EXS 470* Internship in Exercise and Health Promotion 6</p> <p>Skill Courses (6 credits)</p> <p>EXS 275 Training for Sport Performance 3 EXS 280 Leadership in Exercise and Wellness 3</p> <p>* Require admission to the professional program prior to enrollment</p> <p>Required General Education Courses: BIO 111 or BIO 121 or BMS 102 or BMS 111; CHEM 161; ENG 110; HIST 161 or HIST 162; STAT 104 or 200 or 215, CS 115, PHYS 111, PSY 112, 236, and COMM 140</p> <p>Note: No minor is required with this major.</p> <p>Changes include:</p> <p>Deleting CHEM 111 and 150,</p> <p>add STAT 200 and 215 as options to STAT 104</p> <p>EXS 207 worth 4 credits of lecture and lab is being separated to EXS 207 lecture for 3 credits and a 1 credit lab (EXS 211).</p> <p>EXS 208 worth 4 credits of lecture and lab is being separated to EXS 208 lecture for 3 credits and a 1 credit lab (EXS 212).</p>	
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	<u>Approved and passed by committee. 4/15/14</u>	
Special Ed		
13.1	<p>Course Revision: SPED 515 Assessment in Special Education</p> <p>Change prereqs to: SPED 511, 512, 513, 514</p> <p>Review of the methods and materials used in the assessing and evaluating the performance of students who may be eligible for special education. Topics include psychometric theory, selecting/administrating tests, scoring, interpreting and communicating test results/findings; 10 hours of off-campus field experience required. May be taken concurrently with SPED 514 or SPED 516.</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
13.2	<p>Course Addition: SPED 525 Elementary Internship in Special Education</p> <p>3 credits</p> <p>Prereq: SPED 517 and permission of the Office of Student Teaching</p> <p>Eight week full-time internship in assigned elementary special education classrooms, agencies, or institutions. Supervised by certified teacher. Gradual assumption of full responsibility for classroom. 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.</p> <p>GR</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
13.3	<p>Course Revision SPED 526 Philosophy of Education</p> <p>Change title to: Secondary Internship in Special Education</p> <p>Change Prereq to: SPED 518 and permission of the Office of Student Teaching.</p> <p>Eight week full-time internship in assigned secondary special education classrooms, agencies, or institutions. Supervised by certified teacher. Gradual assumption of full responsibility for classroom. CT law requires fingerprinting</p>	SEPS GR

	<p>and a criminal background check for the field experiences in this class. Fingerprinting must be completed prior to the beginning of class.</p> <p>GR</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	
13.4	<p>Course Revision <u>SPED 591 Independent Study in Special Education</u></p> <p>Directed independent studies in special education. May be repeated under different topics no more than twice.</p> <p><u>Going from 1 credit to 3 credits</u></p> <p><u>Approved and passed by committee. 4/15/14</u></p>	SEPS GR
13.5	<p>Program revision: <u>Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement</u></p> <p>Program revision (reduction of 3 credits in characteristics courses and increase of 2 credits in methods courses) reflect recent changes in national standards adopted in 2013. Specifically SPED 511, SPED 512, and SPED 513 are all being reduced from 3 credits each to 2 credits each; a Content Area Methods course (SPED 519 2 credits) is being added to address access to instruction in STEM for K - 12 students with disabilities.</p> <p>Current Description: Mitchell Beck (Chair, Barnard 22001), John Foshay, William Nelson, Joan Nicoll-Senft, Ernest Pancsofar (Dept. phone: 860-832-2400) Proposed Description: The Master of Science in Special Education: Specialization for Teachers Seeking Cross Endorsement is designed to prepare general education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. Designed for students who have initial, provisional, or professional certification in elementary education or a 7-12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies, mathematics, or physics, this Specialization leads to a master's degree and provides coursework that leads to a cross endorsement in Special Education. Students in this Specialization must have a current Connecticut teaching certification. The curriculum for this program is aligned with standards of the Council for Exceptional Children (CEC) and meets certification requirements of the Connecticut State Department of</p>	SEPS GR

	<p>Education.</p> <p>Program Learning Outcomes:</p> <p>Students in this program will be expected to:</p> <ul style="list-style-type: none"> •demonstrate knowledge of foundational issues in special education and their impact on the field; •demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies; •promote effective learning environments and social interactions for individuals with disabilities; •demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication; •further their knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with a wider variety of academic problems; •implement action research processes to contribute to improved special education services to individuals with disabilities; and •promote professional and ethical practices in the field of special education. <p>Core (18 credits):</p> <p>SPED 532 Contemporary Issues in Special Education 3</p> <p>SPED 511 Behavioral/Emotional Disorders 2</p> <p>SPED 512 Learning Disabilities 2</p> <p>SPED 513 Developmental Disabilities 2</p> <p>SPED 514 Cognitive Behavior Management and Social Skills Strategies 3</p>	
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<p>SPED 515 Assessment in Special Education 3</p> <p>SPED 516 Instructional Programming for Students with Exceptionalities 3</p> <p>Methods (8 credits):</p> <p>SPED 517 Special Education Methods in Reading 3</p> <p>SPED 518 Special Education Methods in Writing 3</p> <p>SPED 519 Special Education Methods in Content Area Instruction 2</p> <p>Student Teaching or Practicum (6-7 credits):</p> <p>SPED 520 Seminar for Student Teachers 1</p> <p>SPED 521 Student Teaching in Special Education–Elementary 3</p> <p>SPED 522 Student Teaching in Special Education–Secondary 3</p> <p>(all three taken concurrently)</p> <p>or</p> <p>SPED 523 Practicum in Special Education–Elementary 3</p> <p>SPED 524 Practicum in Special Education–Secondary 3</p> <p>Research and Capstone Requirements (9 credits)</p> <p>SPED 598 Research in Special Education 3</p> <p>SPED 596 Designing Action Research in Special Education 3</p>	
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	SPED 597 Implementing Action Research in Special Education 3 <u>Approved and passed by committee. 4/15/14</u>	
13.6	Program revision: Post-Baccalaureate Program for Certification in Special Education Reduced characteristics courses (SPED 511, 512, 513 to 2 credits each (from 3 credits each); increased methods courses by adding SPED 519 (2 credits). <u>Approved and passed by committee. 4/15/14</u>	SEPS GR
13.7	Program revision: Master of Science in Special Education: Specialization for Teachers Not Seeking Cross Endorsement (30 credits) Note: no link available Change SPED 511, 512, and 513 from 3 to 2 credits. Students will be required to take all three courses: Core (12 credits): SPED 532 Contemporary Issues in Special Education 3 SPED 566 Legal and Administrative Issues in Special Education 3 SPED 511 Behavioral/Emotional Disorders 3 SPED 512 Learning Disabilities 3 SPED 513 Developmental Disabilities 3 Electives (9 credits): SPED 506 Foundations of Language for the Exceptional Child 3 SPED 510 Inclusive Education 3 SPED 536 Autism Spectrum Disorder 3 SPED 560 Positive Classroom Management for Students Receiving Special Education Services 3 SPED 578 The Juvenile Offender with Special Education Needs 3 SPED 580 Collaborative Process in Special Education 3 SPED 581 Assistive Technology in Special Education 3 SPED 595 Topics in Special Education 1-3 Note: Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics. Research and Capstone Requirements (9 credits):	SEPS GR

	<p>SPED 598 Research in Special Education 3 SPED 596 Designing Action Research in Special Education (Plan E) 3 SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3</p> <p><u>Approved and passed by committee. 4/15/14</u></p>	
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