SEPS Curriculum Committee Minutes for March 25, 2014 SEPS Curriculum Meeting

In attendance: Carol Ciotto, Mark Jackson, Mary Pat Bigley, Melissa Coleman, Gladys Moreno-Fuentes, Steve Watton, Sally Drew, Joan Nicoll-Senft, Ellen Retelle, Carlotta Parr, Farough Abed, Aram Ayalon

A. Review and approve minutes of previous meetings: Approved and passed by committee. 3/25/14

B. New Business

Chemistry		
2.1	**Course Revision** CHEM 200 Foundations of Analytical Chemistry **Change prereqs to:** Grade of C- or better in CHEM 161 and CHEM 162 Approved and passed by committee. 3/25/14	**AS**
2.2	**Course Revision** CHEM 210 Foundations of Organic Chemistry **Change prereqs to:** Grade of C- or better in CHEM 161 and CHEM 162 Approved and passed by committee. 3/25/14	**AS**
2.3	**Course Revision** CHEM 260 Foundations of Inorganic Chemistry **Change prereqs to:** Grade of C- or better in CHEM 161 and CHEM 162 Approved and passed by committee. 3/25/14	**AS**
Educational Leadership		
4.1	**Course Addition** EDL 594 Practicum I in Educational Leadership 3 credits Prereqs: Completion of ED 517, ED 540, ED 598, EDL 523, EDL 524, EDL 555. With the approval of the department chair, one prerequisite may be taken	**SEPS** **GR**

	with the field experience. Part one of a two-semester supervised practicum in educational leadership. Students initiate action plans, document collaborative initiatives, and implement curriculum, instructional and organizational change strategies promoting equitable outcomes for all students. GR Approved and passed by committee. 3/25/14	
4.2	**Course Addition** Practicum II in Educational Leadership 3 credits Prereqs: EDL 594 Part two of a two-semester supervised practicum in educational leadership. Students complete action plans to document collaborative initiatives, and evaluate curriculum, instructional, and organizational change strategies being implemented to promote equitable outcomes for all students. Approved and passed by committee. 3/25/14	**SEPS** **GR**
4.3	**Course Revision** ED 515 Professional Ethics and Law for Teachers Change title to: Professional Ethics and Law for Educators and School Personnel ~~Scholars~~ Is this correct? The hardcopy form with signatures was not actually electronically submitted, so there is no electronic copy. There is form that was submitted for ED 515 as a Course Addition, but it has a completely different description form what is on the hardcopy. Approved and passed by committee. 3/25/14	**SEPS** **GR**
4.4	**Course Deletion** EDT 533 Distance Learning & Networking II . Approved and passed by committee. 3/25/14	**SEPS** **GR**
4.5	**Course Revision** EDL 681 The Superintendency I: Leading District Operations Change title to : ~~Executive Function Central Office~~ District Leadership: Governance/Leadership Issues Completion of requirements for 092 certification and/or permission of the	**SEPS** **GR**

	Department Chair. This develops an understanding of the governance and leadership functions shared by Boards of Education and Central Office personnel. Attention will focus on the legal obligations of Boards of Education, issues related to governance of schools, the delineation of functions between Boards of Education and Central Office administrators, and the evolving nature of leadership Approved and passed by committee. 3/25/14	
4.6	**Course Revision EDL 682 The Superintendency II: Board & Public Relations 3** Change title to : ~~Executive Function-Central Office~~District- Leadership: Student Matters Prereq: EDL 681 or permission of the Department Chair. Develops an understanding of the role of the central office with respect to the delivery of educational services to students, Including the leadership roles of the superintendent, the central office and the Board of Education in developing an organizational learning culture designed to improve student achievement. Student maters include student rights, extra-curricular activities, disciplinary issues, Special Education, cultural diversity and alternative education. Approved and passed by committee. 3/25/14 **Note: This form was not completely submitted (stopped at step 2), so there is no online link or electronic copy. I had to type everything in manually so please check for typos.**	**SEPS GR**
4.7	**Course Addition** EDL 683 ~~Executive Function-Central Office~~ District Leadership: Personnel/Operations Issues 3 credits EDL 682 or permission of the department chairperson. Develops an understanding of employee relations and the support functions maintained by Boards of Education. Areas of focus will include contract negotiations, bargaining unit relationships, and the hiring, retention, and termination of staff. Operational topics will include finance, facilities, transportation, technology and food services.	**SEPS** **GR**

	Approved and passed by committee. 3/25/14	
4.8	**Program revision** MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP Program Rationale: The masters degree in educational leadership is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations. There are two strands from which students may choose. Strand I: Educational Leadership (30 credits) is designed to prepare graduates to assume teacher leadership positions within their schools or organizations. Strand II: Teacher Leadership (30-36 credits) is designed to prepare graduates to assume roles involving curriculum renewal and evaluation. Program Learning Outcomes: Students in the program are expected to: • design, implement, and evaluate instructional programs to promote student learning; • develop learning programs that are responsive to cultural and learning differences; • conduct fair, equitable, and effective classroom supervision; • design, implement, and evaluate professional development activities that promote teacher learning; • use standardized and classroom-based student performance data to improve student learning; and • understand, interpret, and critique educational research. The admission standard 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. Course and Capstone Requirements: Core Requirements (18 credits): EDF 515 Law and Ethics for Educators and School Personnel OR EDF 500 Contemporary Educational Issues (or EDF 516, 524,525, 538, 583) ED 517 Evaluation ED 520 Instructional Program for Diverse Learners	**SEPS** **GR**

	EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change ED 540 Educational Motivation and the Learning Process EDL 555 Leadership for Culturally Diverse Schools ED 598 Research in Education EDL 594 Practicum I Educational Leadership EDL 595 Practicum II Educational Leadership Strand Requirements and Electives Strand I Educational Leadership Required courses (18 credits): ED 520 Instructional Program for Diverse Learners EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and Dynamics of Organizational Change EDL 555 Leadership for Culturally Diverse Schools ED 591 Curriculum, Instruction, and Assessment I ED 592 Curriculum, Instruction, and Assessment II Elective courses (6 credits): Students select advisor-approved elective courses to complete their graduate programs Strand II ◆ Teacher Leadership Required courses (30 credits): ED 517 Evaluation EDL 523 Collaboration, Coaching, and Instructional Leadership EDL 524 Leadership and the Dynamics of Organizational Change ED 540 Educational Motivation and the Learning Process EDL 555 Leadership for Culturally Diverse Schools ED 591 Curriculum, Instruction, and Assessment I ED 598 Research in Education Elective courses (6 credits): ED 594 Practicum I Educational Leadership ED 595 Practicum II Educational Leadership 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. Withdrawn	

4.9	**Program revision** MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY The masters program will be reduced from 36 credits to 30 credits because content integrated into other courses. Deleted EDT 533 **and EDT 521**; removed EDT 514 from program, but will be offered as an optional course. Program Rationale: The educational technology program is an applied curriculum based on a balanced approach of theory (knowledge) and handson (experience). The goal of this approach is for graduate students to develop into educational technology leaders in order to provide leadership and support for teachers and students. They will gain knowledge and experience in the following: • the instructional design process • visual design • visual literacy • working with a range of software program • working with a range of interactive delivery systems (video, audio, print, Web, multimedia, animation, iDVD, and podcasting) • applying design and production skills to various instructional outcomes • applying assessment rubrics (formative and summative evaluation) to completed instructional-based projects • troubleshooting technology problems • technology change management A unique feature of the educational technology program is that all courses build on one another to provide maximum relevance, linkage, and unity. The master•s program in educational technology underscores the need for competency and mastery for each course to be based on knowledge and performance. Students• skills and knowledge will be assessed on how well they are applied to course projects. The performance criteria are as follows: • content design•Does the project content reflect sound instructional strategies? SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES 69	**SEPS** **GR**

	• visual design•Does the overall look and appearance of the project capture the learners• attention and interest? • technical considerations•Are technical decisions such as programming and visual and audio manipulation functional? Does the project work? • evaluation•Does the program teach? Is there change in behavior? Program Learning Outcomes: Students are expected to: • apply technology skills in the development of instruction; • understand and apply instructional design process; • apply production skills in the development of instruction; • apply evaluation standards to various instructional programs; • understand and apply the technology integration process; • understand and apply inquiry skills in educational technology research; and • demonstrate leadership skills in applying instructional technology in their respective working environments. Course and Capstone Requirements: Core Courses (24 credits): 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 Professional Education (3 credits): One of the following: EDF 500 Contemporary Educational Issues	

	EDF 516 School and Society EDF 524 Foundations of Contemporary Theories of Curriculum EDF 525 History of American Education EDF 538 The Politics of Education EDF 583 Sociological Foundations of Education or EDT 514 Integrating Technology in the Classroom Curriculum Research and Capstone Requirements (6 credits): Plan E: EDT 598, Inquiry in Educational Technology, and EDT 597, Final Project Plan A (thesis) or Plan E (special project) may be selected in consultation with the advisor. The purpose of the Masters 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. 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. Computer prerequisite: A valid CCSU BlueNetID (username) and password. Graduate students must also have a personal computer and e-mail account. Special Service Course (undergraduate and graduate): EDT 490 Instructional Computing Note: Students interested in a School Library	

	Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office. Approved and passed by committee. 3/25/14	
4.10	**Program Revision** ADVANCED OFFICIAL CERTIFICATE PROGRAM IN SUPERINTENDENT OF SCHOOLS **15 credits** The program is designed for educational professionals seeking certification as a School District Superintendent (093). The core program consists of three courses on theory, research, and practice (EDL 681, EDL 682, and EDL 683) and two courses on district level practices (EDL 695 and EDL 696). Candidates complete 15 semester hours as mandated by State Department of Education. Courses to be approved by advisor are dependent on students prior coursework. Approved and passed by committee. 3/25/14	**SEPS** **GR**
History		
6.1	**Program Revision** Major in History, B.S. (Certifiable for secondary teaching of history and social studies) 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 6 credits of non-western history above the 100 level. (3 of the 6 credits must appear on the state-approved non-western history course list.) 12 credits in 400-level history courses and 12 credits in social science from the following: PS 104 The World's Political Systems 3 or	**AS** **SEPS**

	PS 110 American Government & Politics 3 ECON 200 Principles of Economics I 3 ECON 201 Principles of Economics II 3 SOC 110 Introductory Sociology 3 Related Requirements ANTH 140 Introduction to Anthropology 3 GEOG 110 Introduction to Geography 3 or GEOG 120 World Regional Geography 3 For additional course requirements in education, consult with the School of Education and Professional Studies. No minor is required of students in this major. The department believes that many History BSED students would benefit from more training in US history at the highest level of undergraduate education--namely, 400-level courses. Therefore, while not changing the number of required credits in this major, we would like to allow BSED students to take 12 credits of US history at the 300 or 400 level, as opposed to 12 credits only at the 300 level. Tabled due to no departmental representation 3/25/14	
Modern Language		
7.1	**Course Revision FR 315 Aspects of French History and Culture** **Change title to: Aspects of French History and Culture** **Change description to:** Study Area II [I]. Taught in French. Topics include relevant features of French speaking countries, with emphasis on physical and political geography, history, and culture. **Change cycling to**: Irregular	**AS** **GE**

	Tabled due to no departmental representation 3/25/14	
Music		
8.1	**Course Revision** MUS 101 Practicum in Music Education Change description: Overview of topics related to a career in music education. Includes case study analysis, discussion of issues in music education, observations and reflections on classroom teaching and rehearsals, and laboratory in music education technology. Twelve (12) hours of field experience required. Approved and passed by committee. 3/25/14	**AS** **SEPS**
Physical Ed. & Human Perform		
9.1	**Course Revision** EXS 207 Anatomy and Physiology in Exercise Science I Change from 4 to 3 credits (remove lab) Explores human structure and function of the musculoskeletal, integumentary, articular, nervous systems related to exercise. EXS 211 Lab must be taken concurrently for exercise science, athletic training, and pre-nursing majors. Approved and passed by committee. 3/25/14	**SEPS**
9.2	**Course Addition** EXS 211 Anatomy and Physiology in Exercise Science I Laboratory 1 credit BIO 111 or BIO 121 or BMS 102 or BMS 111 (any with C- or higher). Open to exercise science, athletic training, physical education and pre-nursing majors only. Explores hands-on examination of the skeletal system, integumentary and bone histology, anatomical planes of movement, and the articular and muscle origin and insertions. EXS 207 must be taken concurrently for exercise science, athletic training, and pre-nursing majors Approved and passed by committee. 3/25/14	**SEPS**

9.3	**Course Revision** EXS 208 Anatomy and Physiology in Exercise Science II Change from 4 to 3 credits (remove lab) Explores human structure and function of the cardiovascular, respiratory, digestive, urinary, reproductive, and endocrine systems related to exercise. EXS 212 Lab must be taken concurrently for exercise science, athletic training, and pre-nursing majors. Approved and passed by committee. 3/25/14	**SEPS**
9.4	**Course Addition** EXS 212 Anatomy and Physiology in Exercise Science II Laboratory 1 credit BIO 111 or BIO 121 or BMS 102 or BMS 111; CHEM 111, or CHEM 150, or CHEM 161 (any with C- or higher). Open to exercise science, athletic training, physical education and pre-nursing majors only. Explores measurement of physiological variables in the nervous, respiratory, cardiovascular, and skeletal muscle systems. EXS 208 must be taken concurrently for exercise science, athletic training, and pre-nursing majors. Approved and passed by committee. 3/25/14	**SEPS**
9.5	**Course Deletion** EXS 213 Anatomy and Physiology in Human Performance I Approved and passed by committee. 3/25/14	**SEPS**
9.6	**Course Deletion** EXS 214 Anatomy and Physiology in Human Performance II Approved and passed by committee. 3/25/14	**SEPS**
Physics/ Earth Sciences		
10.1	**Program Revision: Major in Earth Sciences with Specialization in Earth Sciences, BS (Non-teaching, 36 credits)**	**AS**

	Change title to: Major in Earth Sciences, BS (Non-teaching, 36 credits)	
10.2	**Program Revision: Major in Earth Sciences with Specialization in Geography, BS (Non-teaching, 36 credits)** **Change title to: Major in Geology, BS (Non-teaching, 36 credits)**	**AS**
10.3	**Program Revision:** Major in General Science: Specialization in Biology or Earth Sciences (Certifiable for elementary education, 39-42 credits) Core Requirements (23-27 credits) Science (3 credits) SCI 111 Elementary Earth and Physical Science 3 Physics (3-4 credits) PHYS 111 Introductory Physics I 3 or PHYS 121 General Physics I 4 Chemistry (4 credits) CHEM 161 General Chemistry I 3 CHEM 162 General Chemistry I Lab 1 Biology (6-8 credits) Choose one sequence (A or B*) *Sequence B is required for Biology Specializations Sequence A BIO 211 Concepts in Biology 3 and BIO 111 Introductory Biology 3 or BIO 132 Introductory Ecology 3 Sequence B BIO 121 General Biology I 4 and BIO 122 General Biology II 4 Earth Science (7-8 credits) Choose one sequence below (A, B, or C) Sequence A ESCI 129 Introduction to Meteorology 4 ESCI 113 The Cosmos 3	**AS** **SEPS**

Sequence B
ESCI 121 The Dynamic Earth 3
ESCI 125 The Dynamic Earth Lab 1
ESCI 141 Earth and Life History 3
ESCI 145 Earth and Life History Lab 1

Sequence C
ESCI 131 Environmental Geoscience 3
ESCI 135 Environmental Geoscience Lab 1
ESCI 141 Earth and Life History 3
ESCI 145 Earth and Life History Lab 1

Specialization in Biology or in Earth Science:
A minimum of 18 credits in either specialization below, including 6-8 credits in the core of the specialization

Specialization in Biology-Core
Biology Sequence B from the core requirements is mandatory for biology concentrations.
BIO 200 General Biology III 4

Choose BIO electives at the 300 or 400 level-6-11 credits as needed to reach 39 credits ~~– 6 to 11 credits must be taken at the 300 or 400 level~~

Specialization in Earth Science

For those who completed Earth Science Sequence A

ESCI 121 The Dynamic Earth 3
ESCI 125 Dynamic Earth Lab 1
OR
ESCI 131 Environmental Geoscience 3
ESCI 135 Environmental Geoscience Lab 1
And
ESCI 141 Earth and Life History 3
ESCI 145 Earth and Life History Lab 1

For those who completed Earth Science Sequence B or C

ESCI 129 Introduction to Meteorology 4
ESCI 208 Planetary Astronomy 4

Choose ESCI electives at the 200-400 level – 3 creditsas needed to reach 39 credits ~~– 3 credits must be taken at the 200-400 level~~
~~Possible ESCI Electives~~

	~~ESCI 209 Stellar Astronomy 4~~ ~~ESCI 278 Observational Astronomy 4~~ ~~ESCI 290 Field Methods 2~~ Note: Remove CHEM 102: CHEM of Nutrition and CHEM 111: Intro to CHEM,CHEM 163: GEN CHEM II and CHEM 164: GEN CHEM II Lab. These courses are no longer offered. Remove: PHYS 113. This course has not been offered during the past two+ years. Remove: PHYS 122: Gen PHYS II, PHYS 125 UNIV. PHYS I, PHYS 126 UNIV. PHYS II. These were deleted from the program because Elementary Ed majors do not have the math requirements. Add: SCI 111: Elementary Earth and Physical Science. This is to replace the lost physical science courses (PHYS/CHEM). It is presently required for all other ELEM ED majors. Add: Elective, either BIO or ES specialization. Approved and passed by committee. 3/25/14	