

SEPS Curriculum Committee Minutes for September 17, 2013 SEPS Curriculum Meeting

In attendance: Joan Nicoll-Senft, Mark Jackson, Jesse Turner, Mary Pat Bigley, Melissa Coleman, Carol Ciotto, Joanne Leon, Betty Sternberg, Evadne Ngazimbi, Sally Drew

A. Old Business: Update on SEPS GC vote on bylaw changes

B. New Business:

All Subcommittees		
1.1	<p>Each subcommittee (except for Grad Studies) must elect a chair an secretary for the 2012-2013<u>2013-2014</u> academic year</p> <p><u>Chair: Carol Ciotto</u></p> <p><u>Secretary: Melissa Coleman</u></p> <p><u>Approved and passed by committee. 9/17/2013</u></p>	<p>(SEPS) (SET) (AS) (BUS) (GE)</p>
1.2	<p>Bylaw Revisions</p> <p>Please review the By-laws to see whether any revision is needed http://www.ccsu.edu/page.cfm?p=8816</p> <p>There are a few items that have come up in the last year that could potentially be addressed by revisions to the bylaws</p> <p>A. On April 15, 2013 the faculty senate approved a revision to the senate bylaws which removes the 6-year term limit form several committees, including curriculum. The amended senate bylaws now read:</p> <p style="padding-left: 40px;"><i>2.12.3. Committees listed in article 2.7.3 above, "Other Standing Committees of the Faculty," may exempt themselves from the six consecutive year term limits described above, with the exception of the Academic Standards Committee</i></p>	<p>(SEPS) (SET) (AS) (BUS) (GE) (GS)</p>

Note: the curriculum committee is one of the committees listed in article 2.7.3

So the senate has now left it up to us to decide if we want to opt out of the 6 year term limit. An argument in favor of removing the term limits is that the curriculum committee is one committee that benefit from the expertise derived from experience working with the curriculum. The downside is that we do not wish to prevent exposing new faculty to the area of curriculum, but that concern may be alleviated by the fact that the curriculum members are elected by their own department, so the departments can choose whether they would prefer to have a single member with extensive curriculum experience, or to rotate members more frequently to allow a greater number of department members to be exposed to university curricular procedures.

Proposed Amendment (*change is in red italics*)

1.1 One member and alternate elected for a two-year term by and from the membership of each academic department, the library, and the academic counselors. *Members of the curriculum committee shall be exempt from the faculty senate six consecutive year term limit.* All members will serve on at least one subcommittee. If an academic department fails to submit the names of the departmental representative and alternate by the end of the Spring semester, the department chair will be the interim representative.

- B. Another problem that we can potentially address with a bylaw revision is to address the continuing problem that when we make curriculum revisions to courses, there is currently no convenient system in place to check if our curriculum revisions will impact standing transfer articulation plans. This is particularly a problem for 100 and 200 level courses, since those are the ones most likely to be involved in transfer articulations. This eventually becomes a problem when department chairs have to deal with students coming in under transfer articulations that have been made invalid by subsequent curriculum changes. The academic departments are the ones who know their curriculum and transfer articulations the best, so it seems that the best way to handle this problem will be to have departments consider potential impact of curricular revisions on transfer articulations at the time of curriculum submission. After the curriculum change is enacted, we also need to establish a system whereby required

	<p>to notify everyone involved in transfer articulations, not just at CCSU, but also at every CSU campus and at every single CT community college.</p> <p>Proposal: Add a new instruction under item 4.2 Submission of requests.</p> <p>4.2.6. All course deletions or revisions to 100 or 200 level courses must list all transfer articulations in which involve that course, and describe the potential impact. A plan must also be described by which all impacted transfer articulations will be modified if the curriculum proposal is approved.</p> <p>C. There is frequently confusion about the meaning of “Authorization” of curriculum proposals, particularly when it comes to getting signatures of department chairs. The intent of section 4.4 has never been to allow departments veto power over changes in other departments, but only to provide a means by which the chair can verify that potential affected departments have had an adequate notification chance to review the proposal before the item comes to curriculum. I propose a simple solution to this misunderstanding will be to simply change the name of bylaw 4.4 from “Authorization of requests” to “Review of requests”</p>	
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Reading and Language Arts

3.1	<p>Graduate Course Addition: RDG 581 Literacy Instruction for English Learners 3 credits</p> <p>Admission to <u>a M.S. or Sixth-Year Program program in Reading and Language Arts, Teacher Education, Special Education and TOESL</u>, or permission of department chair.</p> <p>Students are introduced to theories, stages of second language acquisition, and social and academic challenges English Learners (ELs) face. Special emphasis is placed on specific models and literacy activities for teaching ELs and on differentiating instruction for ELs in the mainstream classroom in order to support their content knowledge and academic language development. <u>This course is cross-listed with RDG 681. No credit may be received by students who have received credit for RDG 681.</u></p> <p><u>Changes approved and passed by committee. 9/17/2013</u></p>	(SEPS) (GS)
3.2	<p>Graduate Course Addition: RDG 681 Literacy Instruction for English Learners 3 credits</p> <p>Admission to Sixth-Year Program in Reading and Language Arts, or permission of department chair.</p> <p>Students are introduced to theories, stages of second language acquisition, and social and academic challenges English Learners (ELs) face. Special emphasis is placed on specific models and literacy activities for teaching ELs and on differentiating instruction for ELs in the mainstream classroom in order to support their content knowledge and academic language development. This course is cross-listed with RDG 581. No credit may be received by students who have received credit for RDG 581.</p> <p><u>Deferred to Graduate Studies Committee</u></p>	(SEPS) (GS)

Minutes respectively submitted by Melissa Coleman.