

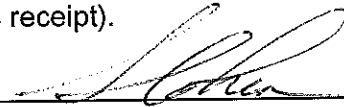
Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 14.15.011B

TO: President Jack Miller
FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **October 2014 Curriculum Committee Report** is presented to you for your consideration.
2. This motion was adopted by the University Senate on **11/10/2014**.
3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.
4. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.
 - a) By **11/17/2014**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
 - b) By **12/04/2014**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

11/17/2014
Date



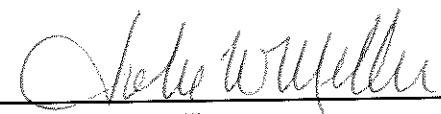
Stephen Cohen, President, University Senate

ENDORSEMENT:

TO: President of the University Senate
FROM: President Jack Miller

1. Motion Approved : _____
2. Motion Disapproved: _____ (Explanatory statement must be appended).
3. Action "is deferred": _____
4. Resolution Noted: _____
5. Other: _____

11/19/14
Date



President Jack Miller

TO: Faculty Senate
FROM: Mark Jackson, Chair of the University Curriculum Committee
Date: 11/3/2014

On Oct 29, 2014, the Curriculum Committee met and approved the following items from the October Curriculum Agenda. I submit these items for the approval of the Faculty Senate at its meeting on Monday, November 10, 2014

<p>1.0</p>	<p>Program revision</p> <p>Link to current description: http://web.ccsu.edu/catalog/masterdegreeprograms/readinglanguageartsms.asp</p> <p>GSC proposed to following revision of language in the Program description:</p> <p>Program Rationale: The Master of Science degree in Reading and Language Arts is designed to prepare literacy professionals who are knowledgeable and competent in providing quality support, to enhance students' literacy learning who can enhance students' literacy learning, and who meet the standards for reading professionals as defined by the International Reading Association and by state mandates. The master's program offers three strands. Strand I: Classroom Instruction in Reading and Language Arts (30 credits) is designed to prepare teachers for teaching reading and language arts to diverse groups of students in a classroom context. Strand II: Reading-Mathematics (30 credits) is designed to prepare teachers to teach both literacy and numeracy to diverse groups of students in a classroom context. Strand III: Corrective and Remedial Reading and Language Arts (30 credits) is designed to prepare teachers to become reading specialists in compliance with the state standards for advanced certification in remedial reading and remedial language arts.</p> <p>The following changes (shown in red) were recommended for approval by SEPS and GSC. The changes are being made only to the Strand in corrective and remedial reading, and do not affect the other strands.</p> <p>Master of Science Degree Programs in Reading and Language Arts</p> <p>Strand in Corrective and Remedial Reading and Language Arts (certification track)</p> <p>The Strand in Corrective and Remedial Reading and Language Arts requires 24 credits of core courses, which are:</p>
------------	--

	<p>RDG 503 Developmental Reading in PK-12 3</p> <p>RDG 585 Reading in Content Area 3</p> <p>RDG 589 Creative Language Arts 3</p> <p>RDG 594 Diagnosis of Reading and Language Arts Difficulties 3</p> <p>RDG 595 Corrective/Remedial Techniques in Reading and Language Arts 3</p> <p>RDG 596 Clinical Practice 6</p> <p>RDG 598 Seminar in Reading and Language Arts Research 3</p> <p>It must also include either Plan A or Plan B:</p> <p>Plan A: RDG 599 Thesis 3</p> <p>or</p> <p>Plan B: Comprehensive Exam</p> <p>Plus 3 to 12 elective credits in Reading and Language Arts as approved by the candidate's program advisor. The Jamaican Ministry of Education has a requirement of 36 credits for a master's degree.</p>	
2	<p>Course Addition</p> <p>PSY 547 Clinical Health Psychology and Chronic Illness</p> <p>3 Credits</p> <p>Prereqs: admission to M.A. in Psychology or permission of instructor.</p> <p>Cycling: spring</p> <p>Graduate Credit</p> <p>Description:</p>	

	<p>Review of psychological/environmental influences in progression of chronic diseases. Role of primary care psychologists in prevention and treatment.</p>	
<p>3</p>	<p>Proposal to define procedures to approve TAP Pathways through faculty governance.</p> <p>In recognition that the TAP pathways, with their articulation of courses across entire degree programs that might involve multiple departments, and thus represent a more formal type of articulation agreement than the normal course by course articulations that are typically handled at the department level, the University Curriculum Committee has approved the following procedures to be used for approving CCSU TAP Pathways through faculty governance procedures.</p> <ol style="list-style-type: none"> 1. The system-wide Pathway Committee, with representatives from all CSU system schools, meets and creates the pathway, using the TAP approved format. 2. The pathway will be approved by the CCSU department representing that pathway major. 3. The appropriate Deans will review the pathways. 4. The pathway will be submitted to the University Curriculum Committee <ol style="list-style-type: none"> a. Pathway will be reviewed by appropriate school subcommittee. b. All pathways will be reviewed by the General Education Subcommittee, specifically for review of Gen Ed Component c. Recommendations of subcommittees and Gen ed would then go to the full committee for final curriculum approval. 5. Faculty Senate will review Curriculum recommendations and approve pathway. 6. Pathway will be approved by the CCSU President. 7. Pathway proposals that are not approved at any stage automatically revert to the Pathway Committee. 	