

Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 21.22.006B

TO: President Zulma Toro

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Academic Standards Committee report, November 2021**, is presented to you for your consideration.

2. This motion was adopted by the University Senate on **11/29/2021**.

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 **12/10/2021**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).

b) By **12/24/2021**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

12/10/2021

Date



Frederic Latour, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Zulma Toro

1. Motion Approved : _____ ✓

2. Motion Disapproved: _____ (Explanatory statement must be appended).

3. Action "is deferred": _____

4. Resolution Noted: _____

5. Other: _____

12/10/2021

Date



President Zulma Toro

Academic Standards Committee Report, November 16, 2021

The following two proposals were passed by Academic Standards November 16 and are recommended to the full Faculty Senate for approval.

I. Endorsement of proposal from Recruitment and Admissions to establish standards for automatic admission to CCSU.

Proposed standards:

- High school grade point average of 3.5 or better
- Applicant in top 15% of graduating high school class
- Proposal responds to requirement from state that automatic admissions be established at the CSUs.
- Proposal developed in conjunction with admissions officers in the other CSUs.
- Proposed standards will likely affect only a small percentage of applicants (5-10%).
- Academic Standards recognizes that there is little correlation between matriculated students' high school grade point average and rate of retention; therefore, the Committee acknowledges that the issue of improved retention is less a matter of who is admitted and more the outcome of effective student support services and initiatives.
- Unclear if automatic admission on its own will improve enrollment or diversity of applicant pool.

II. Proposal to change courses required as prerequisites to the B.S. in Elementary Education.

- EDEL 212 replaces EDF 215 as program prerequisite.
- Meets state requirement that El Ed majors take a course in foundations of education.
- Allows El Ed faculty to engage students earlier in their academic careers.
- Full proposal attached as Appendix A.

Appendix A

EDEL 212 Academic Standards—Nov. 16, 2021

1. Nature of request: Replacing EDF 215 with EDEL 212 as a pre-req. for elementary education majors

2. If submitted by department, date of vote: Literacy, Elementary, & Early Childhood Education, October 11, 2021

3. Rationale for recommended change:

- The state of Connecticut requires teacher preparation programs offer a course where pre-service teachers take "(1) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education, and (4) comparative education".
- Currently, there are roughly 240 students who have declared elementary education as their major. Since the elementary students do not meet elementary faculty until their junior or senior year, this course, while meeting state regulations, provides an opportunity for students to begin working with elementary educ. faculty; this also provides a great opportunity to retain students who may wish to go elsewhere if they are not able to take a course in elementary education immediately upon beginning CCSU.

4. Exact wording that will do into Undergraduate Catalog (if applicable):

Course Description:

Analysis of foundations of elementary education which include philosophical, historical, social, cultural, political, and economic influences on the development of educational policies and practices. Students will explore these within the context of the nation's diverse multicultural society and elementary schools and how one's beliefs influence one's teaching within this context. Focus is on the elementary school level. Pre-req for all elementary education candidates. Elementary education candidates receive a C or better in the class to be considered for admission to the elementary education program.

5. Date new policy will go into effect: Fall 2022

6. Effects on programs and faculty load (if any): None on EDEL faculty. ED Lead part-time faculty will no longer be teaching elementary candidates which reduces the number of students in their sections.

7. Signature of Department or Administrative Unit:

