Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 10.11.023B

TO: President Jack Miller

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: Curriculum Committee Report of 4/6/11 is presented to you for your consideration.

2. This motion was adopted by the University Senate on 4/11/2011.

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 3.8, the following schedule of action is to be observed.
   a) By 4/18/2011, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).
   b) By 4/27/2011, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

4/13/2011
Date

BBarr for CBarrington
Candace Barrington, 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:

4/15/11
Date

President Jack Miller
To: Faculty Senate  
From: Don Adams, Chair of the Curriculum Committee  
Date: 4/9/2011  

On April 6, the Curriculum Committee met and approved the following items. On behalf of the Curriculum Committee, I submit these items for the approval of the Faculty Senate at its meeting on Monday, April 11.

Minor Changes

1: in the Major in Accounting, BS, change "AC 401" to "AC 302" (see Senate Report at http://www.ccsu.edu/page.cfm?p=7375)

2: in the Major in Psychology, BA, change PSY 113 from 3 credits to 1

3: in the Major in Psychology, BA, change "In addition, in order to graduate, students must take the Psychology Assessment test. The test will be administered by the department twice each semester; students may take the test only once." to read as follows "In addition, in order to graduate, students must take the Psychology Assessment test. The test will be administered by the department every semester; students may take the test only once."

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Educational Leadership

1. Graduate Course Addition: ED 591: change prerequisites and description

   New Course Entry:
   
   ED 591  Curriculum, Instruction, and Assessment I  3

2. Graduate Course Addition: ED 592

   ED 592  Curriculum, Instruction, and Assessment II  3

3. Graduate Course Revision: ED 515: change title, prerequisite, description

   Current Course Entry:
   
   ED 515  School Law  3
   Teachers study legal bases of chosen profession and develop more adequate understanding of federal, state, and local laws applicable to teachers and pupils of public school. Primary emphasis is placed on Connecticut statutes and judicial interpretations.

   Revised Course Entry:
   
   ED 515  Professional Ethics and Law for Teachers  3
   Prereq.: EDT 540, EDL 555, ED 598. Ethical and legal basis of local, state, and national policies dealing with classroom practices and student rights, with emphasis on professional responsibility for meeting the diverse needs of students.

4. Graduate Course Addition: ED 520

   ED 520  Instructional Programs for Diverse Learners  3
   Prereq.: EDT 540, EDL 555, ED 598. Application of knowledge about ethnicities, cultures, languages, individual student differences, and motivation to instructional improvement, intervention, and remediation. Implementation of SRBI, IDEA, and equitable opportunities to learn.

5. Graduate Course Revision: ED 598: change title, description
Current Course Entry:
ED 598 Research in Education 3
Students will construct hypotheses in education, design a pilot study, and/or evaluate completed studies. Additional objectives may be presented by the instructor of the course.

Revised Course Entry:
ED 598 Research and Data for School Improvement 3
Research based approach with emphasis on design and execution of school-based collaborative inquiry. Analyzing data from formative and summative assessments to improve decisions about instruction and practice, and student learning.

6 Graduate Course Addition: EDL 523
EDL 523 Collaboration, Coaching, and Instructional Leadership 3
Prereq.: EDT 540, EDL 555, ED 588, or permission of the Department Chair. Knowledge about adult learning, collaboration, and effective group processes to facilitate professional development and shared accountability for student learning. Supporting colleague growth as coach, critical friend, or team leader.

7 Graduate Course Addition: EDL 524
EDL 524 Leadership and the Dynamics of Organizational Change 3
Prereq.: EDT 540, EDL 555, ED 598, or permission of the Department Chair. Theories of organizational change. Assessing school culture, developing goals for school improvement, and overcoming barriers to school change. Developing a leadership vision, fiscal, technological, and community resources to support the change process.

8 Graduate Course Revision: EDL 555: change title, prerequisite, description

Current Course Entry:
EDL 555 Leadership for Culturally Diverse Schools 3
Prereq.: Admission to an M.S. program or permission of department chair. Study of leadership roles and strategies for developing a positive school climate for diverse cultural and racial groups in urban/suburban schools.

Revised Course Entry:
EDL 555 Leadership for Social Justice 3
Theories of leadership for social justice with emphasis on inquiry, reflection, critical analysis, collaboration and advocacy, Facilitating effective interactions with diverse students, and among colleagues, families, and the larger community.

9 Graduate Course Addition: EDL 594
EDL 594 Teacher Leadership Field Experience I 3
Prereq.: ED 592. Only to students accepted into the Teacher Leadership Specialization. Part of a year-long supervised teacher leadership internship. Students initiate action plans that document collaborative curricula. Instructional and organizational change strategies promoting equitable outcomes for all students. Fall.

10 Graduate Course Addition: EDL 595
EDL 595 Teacher Leadership Field Experience II 3

11 Graduate Course Addition: EDT 540
EDT 540 Educational Technology: Instructional Design, Assessment, and Data 3
Use of technology in the systematic design of instruction to enhance, repurpose, and improve teaching, learning, and assessment.

12 Graduate Program Revision: Master of Science in Educational Leadership -- Teacher Leadership Specialization

Program Rationale: The 36 credit master's degree in educational leadership -- Teacher Leadership Specialization -- is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations. The program is designed to prepare graduates to assume roles involving organizational leadership, curriculum renewal and program evaluation.

Program Learning Outcomes: Students in the program are expected to:
1. design, implement, and evaluate instructional programs to promote student learning;
2. develop learning programs that are responsive to cultural and learning differences;
3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;
4. conduct fair, equitable, and effective classroom supervision;
5. design, implement, and evaluate professional development activities that promote teacher learning;
6. use standardized and classroom-based student performance data to improve student learning;
7. facilitate team efforts to improve teaching and learning;
8. understand, interpret, and critique educational research, and
9. promote effective leadership within an educational setting.

The admission requirements for the Educational Leadership M.S. Teacher Leadership specialization includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA, possess or be eligible for a Connecticut teaching certificate, and two letters of reference.

**Core Requirements** (21 credits):

ED 515 Professional Ethics and Law for Teachers or
EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);

ED 520 Instructional Programs for Diverse Learners;
ED 598 Research and Data for School Improvement;
EDT 540 Instructional Design, Assessment, and Data Management;
EDL 523 Collaboration, Coaching, and Instructional Leadership;
EDL 524 Leadership and the Dynamics of Organizational Change;
EDL 555 Leadership for Social Justice.

**Capstone Plan E** (6 credits):

ED 591 Curriculum, Instruction, and Assessment I;
ED 592 Curriculum, Instruction, and Assessment II.

**Field Experience** (6 credits):

EDL 594 Teacher Leadership Field Experience I;
EDL 595 Teacher Leadership Field Experience II.

**Electives** (3 credits).

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.

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**Program Rationale:** The 30 credit master's degree in educational leadership – Instructional Leadership Specialization -- is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their organizations from an instructional point of view.

**Program Learning Outcomes:** Students in the program are expected to:

1. design, implement, and evaluate instructional programs to promote student learning;
2. develop learning programs that are responsive to cultural and learning differences;
3. develop the leadership knowledge, skills, and dispositions to promote diversity and social justice in educational settings;
4. conduct fair, equitable, and effective classroom supervision;
5. design, implement, and evaluate professional development activities that promote teacher learning;
6. use standardized and classroom-based student performance data to improve student learning;
7. facilitate team efforts to improve teaching and learning;
8. understand, interpret, and critique educational research.

The admission requirements 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.

**Core Requirements** (18 credits):

ED 515 Professional Ethics and Law for Teachers or
EDF 500 Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583);

ED 520 Instructional Programs for Diverse Learners;
ED 598 Research and Data for School Improvement;
EDT 540 Instructional Design, Assessment, and Data Management;
EDL 523 Collaboration, Coaching, and Instructional Leadership;
EDL 555 Leadership for Social Justice.

**Capstone Plan E** (6 credits):

ED 591 Curriculum, Instruction, and Assessment I;
ED 592 Curriculum, Instruction, and Assessment II.

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**Graduate Program Revision:** Master of Science in Educational Leadership -- Instructional Leadership Specialization: [electronic submission missing]
Electives (6 credits):

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.

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Minor in Polish Studies

18 credits including 8 credits of Polish language, unless waived by the Modern Languages Department. The remaining credits from the following:

- ANTH 426 People and Cultures of Eastern Europe
- HIST 319 Race, Ethnicity, Migration in the United States
- HIST 356 History of East Central Europe
- HIST 379 History of Poland before 1795
- HIST 380 Modern Poland
- HIST 491 The Jews of Poland
- HIST 482/SOC 480 The Polish-American Immigrant and Ethnic Community

Or electives approved by the Coordinator

Sociology

18 Undergraduate Course Addition: SOC 480: change number (from 423), cross-listing with HIST 482, change cycling and description, add Graduate Credit

SOC 480 The Polish-American Immigrant and Ethnic Community 3

Prereq: SOC 110 or SOC 212 or HIST 301 or permission of instructor. Explores the processes of migration and resettlement of Polish immigrants and their descendants in America with a focus on economic, political and social factors. Cross-listed with HIST 482; no credit given to students with credit for HIST 482. Irregular. [GR]

19. Fingerprinting and Background Check on Professional Program students. [AS][SEPS][TECH][GS]

The following statement should be added to the courses listed below, after the course description and before the cycling information.

“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.”

Course | Course Name | Department

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http://www.ccsu.edu/page.cfm?p=7377
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
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<td>ART 302</td>
<td>Pre-Practicum/Art Education</td>
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<td>ART 303</td>
<td>Practicum/Art Education I</td>
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<td>Art Educ Theory &amp; Practice II</td>
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<td>Practicum in Art Education II</td>
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<td>ART 491</td>
<td>Aesthetics/Crit Dialogue Art</td>
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<td>EDEL 415</td>
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<td>EDEL 430</td>
<td>Elementary Student Teaching</td>
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<td>EDS 414/415</td>
<td>Teacher Education</td>
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<td>EDS 417/419</td>
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<td>EDS 420/421</td>
<td>Music student teaching</td>
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<td>EDS 425</td>
<td>Secondary methods</td>
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<td>EDS 428/429</td>
<td>Art student teaching</td>
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<td>EDS 435</td>
<td>Student Teaching – Secondary</td>
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<td>EDTE 315</td>
<td>Principles of Learning-Elementary</td>
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<td>EDTE 316</td>
<td>Principles of Learning-Secondary</td>
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<td>Practicum in Elementary Education I</td>
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<td>ENG 420</td>
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<td>MAT 510</td>
<td>Research on Teaching Diverse Learners</td>
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<td>MAT 520</td>
<td>Design &amp; Delivery of Instruction</td>
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<td>Field Experience in Cert Area</td>
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<td>MAT 540</td>
<td>Internship in Cert Area</td>
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<td>Research 2: Cond &amp; Rep Act Ranch</td>
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<td>Adapted Physical Education</td>
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<td>PE 416</td>
<td>Organization &amp; Administration of Physical Education</td>
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<td>PE 417</td>
<td>Secondary Methods in Phys Ed</td>
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<td>PE 418</td>
<td>Health Education: Methods, Materials &amp; Resources</td>
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<td>Comprehensive Reading Instruction I</td>
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<td>Educational Assessment for Exceptional Learners</td>
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<td>Characteristics &amp; Education of Individuals w/ Developmental Disabilities</td>
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20. **Senate-Mandated Review of By-laws**
