



MINUTES OF MEETING: November 4, 2002

**PRESENT:** D. Connors, A. Gonzalez, A. Huarng, V. Kehm, N. Koch, B. Krilowicz, R. Morales, S. Nickolaisen  
R. Salinas, R. Schackelford, Q. Wu

**GUEST:** K. Reilly

1. **Announcements**

N. Koch reported that the Democratic Party, including the Governor, will be on campus today.

2. **Intent to Raise Questions**

D. Connors asked, as the representative from TES, now that the labs are scheduled centrally on campus, what impact will this have on the accreditation from NCATE and CTC?

3. **Liaison Appointments and Reports**  
**Undergraduate Studies Subcommittee**

B. Krilowicz reported that C. Utterback was elected Chair and J. Washburn elected vice-chair. USS reviewed two program modifications, which added new options.

**Library Subcommittee**

Q. Wu reported that J. Wash was elected Chair and K. King was elected vice-Chair.

**Teacher Education Subcommittee**

D. Connors reported that A. Maxie was elected Chair and he was elected vice-chair. TES reviewed two program modifications for the single subject and multiple subjects credential.

**Program Review Subcommittee**

S. Nickolaisen reported that PRS handed out the assignments for the quarter.

**Writing Skills Subcommittee**

R. Salinas reported that WSS is reviewing the request to substitute the CBEST for the WPE.

**General Education Subcommittee**

R. Morales reported that GES is continuing the review of the GE Upper Division Themes.

**Graduate Studies Subcommittee**

A. Huarng reported that C. Frank was elected chair. GSS reviewed the Ed.D proposal.

**Academic Advisement Subcommittee**

V. Kehm reported that AAS discussed the timeline for the conversion to PeopleSoft. AAS is also reviewing the job descriptions for the principal academic advisors.

**Executive Committee**

N. Koch reported that D. Christopher, Director of Center for Effective Teaching and Learning (CETL) was a time certain guest to discuss CTEL. The Executive Committee also discussed how the campus evaluates "service" in the RTP process. Programs of Distinction (POD's) were discussed.

4. **Approval of the Agenda**

M/s/p to approve.

5. **Approval of the Minutes**

Approved by mail ballot.

6. **Curricular Items**

**6.1 Actions Reported by the Executive Secretary**

M/s/p to reflect in the minutes.

**6.2 Doctor of Education in Educational Administration, EPC 02-05**

K. Reilly, Associate Dean of Instruction and Graduate Studies, Charter College of Education, was a time certain guest to discuss this new degree. The Committee would like more specificity about the following issues:

- The curricular innovations planned by the program faculty to ensure that students will complete a research-intensive degree program in three years.
- A complete description of the accommodations that will be made for students who do not complete the program in three years.
- Detailed information on the nature of the qualifying paper and who reads it.
- Information on where students will pay fees when they are taking courses at both institutions in the same term.
- The extent to which the urban focus, referred to in the description of the program, will be reflected in the proposed courses, which do not explicitly have this emphasis.

G. Anderson will be asked to come as a time certain guest at the next meeting to discuss these issues.

**7. Admission of Foreign Students, EPC 02-02**

The revised policy was reviewed. The following action was taken:

M/s/p to approve the changes and to request that K. Beeler, Assistant Vice President for Student Affairs/Enrollment Management, provide a rationale for the changes to be forwarded to the executive committee.

**8. Degree Program Procedural Handbook, EPC 02-04**

N. Koch provided background on this item. The Committee would like a clarification on the deletion of wording on page 4.

**ACTIONS REPORTED BY THE EXECUTIVE SECRETARY****PROGRAM MODIFICATIONS****BA Afro-American Studies, Child Development, History, Latin American Studies, Philosophy, Kinesiology and Urban Learning**

Deleting Biol. 151 from the program.

**BA English**

Add new option: Creative Writing; program changes to the General Option.

**BA History**

Delete Multiple Subject and Multiple Subject Blended Options.

**BS Health Science**

Add new options: Environmental Health and Oral Health; delete Occupational Health & Safety Option and Certificate

**NEW COURSE****ENGL 300 Composition for ESL Students (2)**

Prerequisite: ENGL 102 or equivalent. Strategies to facilitate increased acquisition of English and mastery college-level writing for students for whom English is a second language. May be repeated to a maximum of 4 units. Graded CR/NC.

**Limit:** 30

**Abbr.:** CompForESLStudnts

**Offered:** fws

**COURSE MODIFICATIONS****CHS 403 Colonial to Modern Chicana/o Literature**

Change in title, course description and course content.

**CS 454 Topics in Advanced Computer Science**

Change in repeatability to a maximum of 20 units.

**ACTIONS REPORTED BY THE  
CHARTER COLLEGE OF EDUCATION**

**PROGRAM MODIFICATION**

Multiple Subject Program

**Program changes to reflect new standards to CCTC.**

Single Subject Program

**Program changes to reflect new standards to CCTC.**

**NEW COURSES****EDAD 601 Seminar: Organizational Theory, Planning and Application (4)**

Basic theories, attributes and functions of human organizations. Understanding and managing the dynamics of group behavior and human relations. Structuring and leading groups in a variety of organizational settings. Application of organizational theories to central issues in K-12 education and urban schooling.

**Limit:** 20

**Abbr.:** SemrOrganztnlThryPlngApp

**Offered:** f

**EDAD 603 Seminar: Philosophy and Ethics of Educational Leadership (4)**

Philosophy, ethics and moral values of education leadership for school administrators. Theory and philosophy of educational change. Research about ethical and moral leadership in schools.

**Limit:** 20

**Abbr.:** SemnrPhil&EthicOFeduLeadrshp

**Offered:** w

**EDAD 605 Seminar: History of Educational Innovations and Current Educational Reform Movements (4)**

Analysis of major school reform movements and innovations during the past century with focus on identifying underlying dynamics affecting the interrelationship between schools and society and the implications of these relationships. Analysis of primary themes within the current school reform movement.

**Limit:** 20

**Abbr.:** SemnrHistOfEduInnvatns

**Offered:** w

**EDAD 607 Seminar: Issues in Educational Policy and Reform (4)**

In-depth study of topics relevant to educational reform and policy-making, such as; substantive nature of selected reforms, ethical and value choices they entailed, programmatic strategies used in implementing them, and methods used to evaluate them.

**Limit:** 20

**Abbr.:** SemnrIssusInEduPolcy&Refrm

**Offered:** w

**EDAD 698 Graduate Directed Study (1-8)**

Prerequisite: Consent of an instructor to act as sponsor. Independent directed study of advanced topics in field; regular conferences with sponsor. May be repeated for up to 8 units of credit.

**Limit:** 25

**Abbr.:** GradDirctdStdy

**Offered:** all

**EDAD 699 Doctoral Dissertation (4)**

Prerequisites: Advancement to candidacy for Ed.D degree and consent of an instructor to act as sponsor. Continuous enrollment required while student is working on dissertation. Maybe repeated for credit.

**Limit:** 25

**Abbr.:** DoctoralDissertatn

**Offered:** all

**EDCI 402 Introduction to Instructional Design, Assessment and Classroom Management Methods (4)**

Prerequisites: Completion of all requirements for formal admission to the multiple subject credential program. Exploration of the fundamental principles of instructional design, strategies for addressing learner needs,

assessment methodology, and classroom management strategies. Restricted to pre-service candidates enrolled in Block One of program.

Limit: **40**

Abbr.: **IntroToInstrucDesgn,Asses&Clrm**

Offered: **all**

#### **EDCI 402I Integrated Instructional Design, Assessment and Classroom Management for Field-based Candidates (4)**

Prerequisites: Completion of all requirements for formal admission to the multiple subject credential program. Integration of the fundamental of principles of instructional design, strategies for addressing learner needs, assessment methodology, and classroom management strategies. Restricted to field-based candidates currently employed as full-time teachers and enrolled on Block One of program.

Limit: **40**

Abbr.: **IntegrtdInstrucDesgnAsses&Clrm**

Offered: **all**

#### **EDEL 403C Reflection, Synthesis and Assessment of Directed Teaching (2)**

Prerequisites: Completion of all courses in Blocks One-Three, EDFN 440, EDSP 400. Corequisite: EDEL 403 or EDEL 403B or EDEL 489. Seminar to accompany directed teaching to provide candidates opportunities for self-and peer-reflection, professional growth, and summative program portfolio assessment.

Limit: **20**

Abbr.: **Reflectn,Synth&AssesDirectStdy**

Offered: **all**

#### **EDFN 420 Introduction to Foundations of Urban Learning (2)**

This course provides foundational knowledge in education by examining cultural, historical, political, philosophical and sociological perspectives of schooling.

Limit: **30**

Abbr.: **IntroToFoundatnOfUrbnLrn**

Offered: **all**

#### **EDFN 600A Seminar: Field Research Study I (4)**

First in a series of two field-based research course focusing of development and conduct of a qualitative field study involving framing a research question, review of relevant literature, data collection and analysis, and in depth reading and discussion on a particular topic. Issues particular to site-based, action research.

Limit: **20**

Abbr.: **Semnr:FldResrchStdyI**

Offered: **w**

#### **EDFN 600B Seminar: Field Research Study II (4)**

Second in a series of field-based research courses, focusing on development and conduct of a field study involving refinement of the research question, data collection and analysis, and in depth reading and discussion on a particular topic. Focus on issues of ethnographic research.

Limit: **20**

Abbr.: **Semnr:FldResrchStdyII**

Offered: **w**

#### **EDFN 602 Seminar: Applications to Education of Social and Psychological Research Methods (4)**

Prerequisite: EDFN 452 or SOC 410 or equivalent. Sociological and psychological research methods applicable to issues facing school administrators. Emphasis on intermediate level quantitative research methods.

Limit: **20**

Abbr.: **SemnrAppsToEduOfSoc&Psy**

Offered: **fs**

#### **EDFN 440 Schooling for a Diverse, Urban Society (4)**

Foundational knowledge of education by examination of cultural, historical, political, philosophical and sociological perspectives of schooling, introducing critical, reflective frameworks for analyzing contemporary American schools; and focusing on issues impacting diverse, urban families and school communities.

Limit: **40**

Abbr.: **SchoolngForDivrsUrbnSocty**

Offered: **all**

#### **EDSE 422D Directed Teaching in Secondary Schools (10)**

Prerequisites: Formal admission to the Credential Program; completion of credential courses in Blocks One-Three; completion of subject matter competency. Corequisite: EDSE 442E. Four periods per day of directed teaching ad an approved site. Must include two periods in subject area of credential. Meets California Single Subject teaching credential requirement for directed teaching. May be repeated for credit with division approval. CR/NC only.

Limit: **25**

Abbr.: **DirectdTeachngSecndrySchls**

Offered: **all**

**EDSE 442E Proseminar: Assessment of Teaching Performance (2)**

Prerequisites: EDFN 400, EDSE 401, EDSE 415, EDSE 430, EDSE 423, EDSE 442A, EDSP 400, EDSE 421, EDSE 442B. Corequisite: EDSE 442D or EDSE 489. Reflections on teaching practices in secondary schools. Summative review of portfolio evidence of teaching practices.

Limit: **20**

Abbr.: **AssesOfTechngPerformnc**

Offered: **fws**

**COURSE MODIFICATION****EDEL 403 Directed Teaching: Multiple Subject**

Change in units, prerequisite, catalog description and course content.

**EDEL 405 Proseminar: Language Development in the Elementary Classroom**

Change in units, catalog description and course content.

**EDEL 415 Proseminar: Curriculum and Teaching of Reading/Language Arts**

Change in prerequisites.

**EDEL 416 Proseminar: Curriculum and Teaching of Writing/Language Arts**

Change in prerequisites, catalog description and course content.

**EDEL 417 Proseminar: Curriculum and Teaching of Mathematics**

Change in prerequisites.

**EDEL 418 Proseminar: Curriculum and Teaching of Science**

Change in prerequisites, catalog description and course content.

**EDEL 419 Proseminar: Curriculum and Teaching of Social Science**

Change in prerequisites.

**EDEL 489 Demonstration of Instructional Competencies**

Change in units, prerequisites, catalog description and course content.

**EDSE 401 Instructional Strategies in Secondary Teaching**

Change in prerequisites.

**EDSE 415 Classroom Management In Secondary Schools**

Change in prerequisites.

**EDSE 421 Instructional Methods for Secondary School Subjects**

Change in prerequisites.

**EDSE 423 Literacy in Middle and High School Content Classrooms**

Change in course title, prerequisites, catalog description and course content.

**EDSE 430 Using ESL Techniques in the Content Areas**

Change in units, prerequisites and course content.

**EDSE 442A Proseminar: Learning Environments and Instruction in Secondary Schools**

Change in course title, units, prerequisites, catalog description and course content.

**EDSE 442B Proseminar: Inquiry into Curriculum, Teaching and School Culture**

Change in course title, units, prerequisites, catalog description and course content.

**EDSE 489 Demonstration of Instructional Competencies**

Change in units, prerequisites, catalog description and course content.

**EDSP 400 Foundations of Special Education**

Change in catalog description and course content.