

**Consent Agenda (and rough draft of Senate Report)
for December 1 meeting of the Curriculum Committee
(at 3:15pm in RVAC 105)**

I. Announcements

A. Timeline for next Undergraduate Catalog

1. March 3rd meeting of full committee
2. February 4th, noon Friday, submission deadline
3. January 28th, Friday, approximate submission deadline for A&S Dean's signature

B. Minor Changes (see By-Laws, #10 under "Procedures")

1. PS 291: change title from "Special Topic in Political Science" to "Topics in Political Science"
2. PS 291: add at the end of course description: "May be repeated with a different topic for up to 6 credits."

C. Faculty Senate Ad Hoc Committee on General Education (Robert Wolff)

II. Reminders

- Check with Matthew Bielawa (bielawam@mail.ccsu.edu) for available course numbers; ***please be aware that changes to course descriptors and numbers can wreak havoc with degree evaluation; make such changes only if it is truly worth the trouble it may cause students.***
- Check the relevant shadow catalog for the most up-to-date versions of all courses/programs
- 2011-13 Undergraduate Catalog: <http://www.ccsu.edu/page.cfm?p=3772>
- 2012-14 Graduate Catalog: <http://www.ccsu.edu/page.cfm?p=7481>
- Password = ccsu
- **If an item lacks a sponsor at even one subcommittee meeting at which it is scheduled to be discussed, then it will automatically be tabled at the main meeting of the curriculum committee and will be considered in the next round of meetings.**

II. Approve minutes of previous meeting

III. Consent Agenda

OLD BUSINESS

Construction Management	
1	Undergraduate Course Revision: CM 255: change number and cycling <i>Change Number to 475</i> <i>Change Cycling from Spring to Fall/Spring</i>
2	Undergraduate/Graduate Course Revision: CM 455: change prerequisites <i>Delete CM 255 from list of prerequisites</i>
3	Graduate Course Addition: CM 585 CM 585 Advanced Construction Law 3 Prereq.: CM 515 or permission of instructor. Advanced concepts related to legal doctrine as applied to the construction industry. Focus on contract documents, dispute resolution and case law dealing with contractors, owners and design professionals. Fall (O)
4	Undergraduate Program Revision: Major in Construction Management BS: update program to reflect recent changes

Major in Construction Management, BS (78 credits)

This sequence of courses is designed to supply the student with knowledge and experiences that will enable him/her to operate effectively in a supervisory position in the construction industries. The emphasis is not on specialized skills, but rather on a broad spectrum of subjects pertinent to the field of construction management. This is a 130-credit program.

Core Requirements (57 credits)

CM 135 Construction Graphics/Quantity Take-Off 3
CM 155 Construction Documents 3
CM 235 Building Construction Systems 3
CM 245 Heavy/Highway Construction Systems 3
CM 275 Introduction to MEP Systems 3
CM 325 Building Construction Estimating 3
CM 335 Construction Safety 3
CM 345 Heavy/Highway Construction Estimating 3
CM 353 Introduction to Surveying 4
CM 355 Construction Planning 3
CM 356 Materials of Construction 4
CM 435 Construction Superintendence 3
CM 455 Construction Project Management 3
CM 465 Construction Internship 3
CM 475 Construction Business Principles 3
CM 485 Construction Management Senior Seminar 1
ET 241 Applied Statics and Strength of Materials 3
ETC 122 Introduction to CAD for AEC I 3
ETC 405 Applied Structural Systems 3

Electives (0-6 credits, unrestricted)**Other Required Electives (21 credits):**

AC 211 Introduction to Financial Accounting 3
CET 113 Introduction to Information Processing 3
ENG 403 Technical Writing 3
LAW 250 Legal Environment of Business 3
MGT 295 Fundamentals of Management and Organizational Behavior 3
MKT 295 Fundamentals of Marketing 3
MATH 125 Applied Calculus 3

Requirements in General Education (46-53 credits):**Study Area I: Arts & Humanities 9**

3 credits of literature, 3 credits of arts and humanities, and PHIL 240

Study Area II: Social Sciences 9

3 credits of history, and ECON 200 and 201

Study Area III: Behavioral Sciences 6

3 credits of behavioral science and PSY 112

Study Area IV: Natural Sciences 8

CHEM 161/162 or ESCI 121, and PHYS 121

Skill Area I: Communications Skills 6

ENG 110 and COMM 140

Skill Area II: Mathematics 6

MATH 115 or MATH 119, and STAT 200

Skill Area III: Foreign Language 0-6**Skill Area IV: University Requirement 2-3**

PE 144

Additional Requirements

Students must complete an exit interview during April-May of the year of graduation.

Note: A total of 130 credits are required for the degree.

International Studies: items withdrawn [Note: the Graduate School is reluctant to grant graduate credit to courses that undergraduates may take for General Education credit; please check your 400 level courses to see if any carry both graduate and General Education credit]

NEW BUSINESS

Accounting	
5	Undergraduate Course Revision: AC 401: change number to 302
Biology	
6	Undergraduate/Graduate Course Revision: BIO 480: change credits from 3 to 4, change description <i>[Description should be changed to]:</i> Understanding animal behavior from the perspectives of adaptive function, evolutionary history, development and physiological. Laboratories focus on techniques of observation, experimental design, and data analysis. Three hours of lecture and one three-hour field or laboratory session per week.
7	Undergraduate/Graduate Course Deletion: BIO 488
Chemistry	
8	Undergraduate Course Addition (Reinstatement): CHEM 100 CHEM 100 Search in Chemistry and Biochemistry 3 Examination of various topics, contemporary issues, and problems related to chemistry and biochemistry. Three hours of lecture per week. No credit given toward a major or minor in the sciences. May be repeated with a different topic for up to 6 credits. Irregular. Study Area IV.
Computer Science	
9	Undergraduate Program Revision: Major in Computer Science, B.S. (Honors) (Non-Teaching) (CAC/ABET-accredited) Major in Computer Science, B.S. (Honors) (Non-Teaching) (CAC/ABET-accredited) CORE COURSES (24 semester hours): CS 151 Computer Science I (3) CS 152 Computer Science II (3) CS 153 Computer Science III (3) CS 253 Data and File Structures (3) CS 254 Computer Organization and Assembly Language Programming (3) CS 354 Digital Systems Design (3) CS 355 Introduction to Systems Programming (3) CS 385 Computer Architecture (3) ADVANCED ELECTIVES (12 semester hours) choice of 12 hours from: CS 407 Advanced Topics in Computer Science (1-3) CS 410 Introduction to Software Engineering (3) CS 423 Computer Graphics (3) CS 425 Image Processing (3) CS 460 Database Concepts (3) CS 462 Artificial Intelligence (3) CS 463 Algorithms (3) CS 464 Programming Languages (3) CS 465 Compiler Design (3) CS 473 Simulation Techniques (3) CS 481 Operating Systems Design (3) CS 483 Theory of Computation (3)

CS 490 Computer Communications Networks & Distributing Processing (3)
 CS 491 Wireless Communications Networks (3)
 CS 492 Computer Security (3)
 CS 495 Legal, Social, Ethical, and Economic Issues in Computing (3)

AUXILIARY ELECTIVES (4 semester hours) selected from the Advanced Electives or from the following:

CS 290 Topics in Computer Science (1-3)
 CS 300 Computer Science Work Experience I (3)
 CS 301 Computer Science Work Experience II (3)
 CS 398 Independent Study in Computer Science (1-3)
 CS 498 Senior Project (1-3)
 CS 499 Seminar in Computer Science (3)

MATH/STATISTICS (15 semester hours):

MATH 152 Calculus I (4)
 MATH 218 Discrete Mathematics (4)
 MATH 221 Calculus II (4)
 STAT 315 Mathematical Statistics (3)

SCIENCE/QUANTITATIVE (15 semester hours):

A choice of one of the following sequences (8 hours):

BIO 121 General Biology I (4)
 BIO 122 General Biology II (4)
 or
 CHEM 161 General Chemistry I (3)
 CHEM 162 General Chemistry I Lab (1)
 CHEM 163 General Chemistry II (3)
 CHEM 164 General Chemistry II Lab (1)

or
 ESCI 121 Physical Geology (4)
 ESCI 122 Historical Geology (4)
 or

PHYS 125 University Physics I (4)
 PHYS 126 University Physics II (4)

Plus an additional 7 credits in science, MATH, or STAT courses (not counting those in the Math/Statistics category).

PHILOSOPHY (3 semester hours): PHIL 245 (3) or PHIL 242 (3)

Computer science honors program majors are not required to complete a minor. Students in this honors program are required to take a proficiency test specified by the department during their senior year.

Counseling and Family Therapy

10 Graduate Course Addition: **MFT 593**

MFT 593: School-Based Marriage and Family Therapy Practicum and Seminar I 3

Supervision of Marriage and Family practice in public schools with direct client contact. Covers school-based learning and systems theories, Federal and state education laws (e.g., IDEA and ADA); professional ethics and code of professional responsibility for educators; FERPA; statutory requirements for mandated reporting, suspensions and expulsions; and school and district accountability. Fulfills 1/2 of the required 300 hours of practicum for state certification. Fall.

11 Graduate Course Addition: **MFT 594**

MFT 594: School-Based Marriage and Family Therapy Practicum and Seminar II 3

Continuation of the two-semester School-Based Marriage and Family Therapy Practicum and Seminar. Further development of content areas covered in MFT 593. Fulfills the second 1/2 of the required 300 hours of practicum for state certification. Spring.

History: items tabled by Graduate Studies Curriculum Committee for lack of representative

Management Information Systems

12	Undergraduate Course Revision: MIS 400: change prerequisite <i>Replace "MIS 201" with "MIS 315," leave the rest of the prerequisite as is</i>
Mathematical Sciences	
13	Graduate Course Addition: STAT 520
	STAT 520: Multivariate Analysis for Data Mining 4 Prereq.: Two semesters of applied statistics (such as STAT 104/453, STAT 200/201, or STAT 215/216), or two semesters of statistics approved by advisor, or permission of department chair. Concept-based introduction to multivariate analysis, useful for data mining and predictive modeling, with emphasis given to interpreting output and checking model assumptions using one of the standard statistical packages. Topics may include: multivariate normal distribution, simultaneous inferences, one- and two-way MANOVA, multivariate multiple regression and ANACOVA, correlation, principle component and factor analysis, discriminant analysis, cluster analysis and multidimensional scaling, path analysis, structural equation modeling, and longitudinal data analysis. Fall.
14	Graduate Course Revision: STAT 521: change course description
	<i>[Description should be changed to]:</i> Data mining models and methodologies. Topics may include data preparation, data cleaning, exploratory data analysis, statistical estimation and prediction, regression modeling, multiple regression, model building, classification and regression trees, and report writing.
15	Graduate Course Revision: STAT 522: change course title, prerequisites and description
	STAT 522: Clustering and Affinity Analysis 4 Prereq.: STAT 521 or permission of department chair. Investigation and application of methods and models used for clustering and affinity analysis. Topics may include dimension reduction methods, k-means clustering, hierarchical clustering, Kohonen networks clustering, BIRCH clustering, anomaly detection, market basket analysis, and association rules using the a priori and generalized rule induction algorithms. Spring.
16	Graduate Course Revision: STAT 523: change course title, prerequisites and description
	STAT 523: Predictive Analytics 4 Prereq.: STAT 521 or permission of department chair. Investigation and application of methods and models used for predictive modeling and predictive analytics. Topics may include neural networks, logistic regression, k-nearest neighbor classification, the C4.5 algorithm, CHAID and QUEST decision trees, feature selection, boosting, naïve Bayes classification and Bayesian networks, time series, and model evaluation techniques. Fall.
17	Graduate Course Revision: STAT 526: change description and change credits from 3 to 4
	<i>[Description should be changed to]:</i> Topics include selection of data mining methods appropriate for the goals of a biomedical study (supervised versus unsupervised, univariate versus multivariate), analysis of gene expression microarray data, biomarker discovery, feature selection, building and validation of classification models for medical diagnosis, prognosis, drug discovery, random forests, and ensemble classifiers. Fall.
18	Graduate Course Revision: STAT 527: change description and change credits from 3 to 4
	<i>[Description should be changed to]:</i> Intensive investigation of text mining methodologies, including pattern matching with regular expressions, reformatting data, contingency tables, part-of-speech tagging, top-down parsing, probability and text sampling, the bag-of-words model and the effect of sample size. Extensive use of Perl and Perl modules to analyze text documents. Spring.
19	Graduate Course Addition: STAT 534
	STAT 534: Applied Categorical Data Analysis 3 Prereq.: STAT 201 or STAT 216, or equivalent, or permission of department chair. Introduction to analysis and interpretation of categorical data using analysis of variance or regression analogs. Topics may include contingency tables, generalized linear models, logistic regression, log-linear models, models for matched pairs, and modeling correlated and clustered responses; use of computer software such as SAS and R. Fall.

NO CHANGES WERE RECOMMENDED FOR ITEM #28**28. How to apply for the Diversity Designation**

Instructors wishing to have their courses approved for the {d} designation must submit an application package to the Faculty Senate Diversity Committee (FSDC) for review. For those who have not attended a workshop, the application and syllabus will be reviewed by the FSDC. While the University Curriculum Committee is the ultimate authority as to whether a section can bear {d} designation, the University Curriculum Committee, and specifically the General Education Subcommittee, has delegated to the FSDC the authority to make recommendations as to whether a section of a course will receive the {d} designation. After having reviewed each application, the FSDC will compile the list of sections requesting {d} designation and will bring this list to the appropriate Curriculum Subcommittees. The FSDC will submit the final recommendations to the University Curriculum Committee, and specifically the General Education Subcommittee, which will approve or disapprove the recommendations.

The application package for the {d} designation should include following:

- Completed application form (see next page)
- A course syllabus

For a description of the Diversity Designation, along with examples of how concerns for diversity, equity, and social justice can be incorporated into courses across the curriculum, please see the {d} designation definitions.

Diversity Assessment Project

Dear Faculty: Please consider becoming part of the Diversity Assessment Project at Central Connecticut State University. It is our hope to be able to show definitively the value of incorporating diversity education into many of our general education and major courses. If you agree to be part of this process, you will be given a document with many different types of assessment questions to review as potential assessment questions for your own class. You can choose any of those questions in addition to developing your own assessment questions. I will then customize your assessment and help you with the data collection. We hope to get a publication based on this project!

The design of this study involves two parts. First, all students in all classes will be given a pre-test and post-test of the assessment you design. How you want to incorporate the grading of these assignments is up to you, but in my experience, when you make the assessment part of the student's grades, you get a more accurate evaluation of each question. The second part of the study involves a meta-analysis. We include your results and the results of all of the professors involved in this project to see whether or not the diversity education is making a difference in our student's knowledge, understanding, and attitudes about diversity topics.

If you are interested in either participating in the project or learning more about the project, please check the appropriate box in the application form and/or contact Carolyn Fallahi. Thank you for your consideration.

Diversity Designation Application Form

DATE:	
INSTRUCTOR'S NAME	DEPARTMENT
I. CONTACT INFORMATION	
Office Location	
Phone	
Email	
II. COURSE INFORMATION	
Course Number	Section(s)
Course Title	Typical Enrollment
Course Description	
Are there non-{d} designated sections of this course?	
Will all of your sections of this course be {d} designated?	
How frequently do you teach the course?	

Will this course be {d} designated whenever you teach it? If no, please explain.

III. DIVERSITY EXPERIENCE

What experience do you have in the areas of diversity and social justice?

Have you attended workshops or other events that address issues of diversity and social justice in teaching or course design? If yes, please elaborate.

Have you attended the diversity workshop at CCSU? If yes, please include date attended. (If yes, then your application is complete. If no, then please fill out the remainder of the application.)

IV. INCORPORATING DIVERSITY INTO YOUR COURSE

Courses that receive a {d} designation should incorporate issues and concerns of diversity, equity and social justice into three aspects of the course, including course content, pedagogy, and classroom climate (see Definitions document for suggestions). This may be done in a variety of different ways. In what follows, please provide a brief explanation of the ways in which you incorporate these concerns into your own course.

a. Course Content

b. Pedagogy

c. Classroom Climate

V. DIVERSITY ASSESSMENT PROJECT

Please indicate below whether you are interested in participating in the Diversity Assessment Project

Yes, I am interested in participating.

If you are teaching more than one {d} course, please indicate which course(s) you would like to assess.

No, I am not interested in participating at this time.

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Date Received: _____ Reviewed by: _____

Reviewer Recommendation: _____

Comments: _____

IV. Regular Agenda

THREE ADDITIONS WERE RECOMMENDED FOR ITEM #29; ALL ARE ADDITIONS AND ALL ARE UNDERLINED.

29. D-Designation.

The purpose of the D-Designation is to recognize issues of social equality and social justice in the United States, with relevant outcomes including ability to: recognize the diverse forms and effects of social and economic inequality; understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry, sexual orientation, and mental or physical disability.

I. Description

From d-Designation Proposal (approved by the Faculty Senate):

- A d-designated section will address the culture of equity and social justice with the United States through course content, pedagogy, and classroom climate.
- A d-designated section will incorporate issues of diversity and social justice into their established course content with an emphasis on inclusive pedagogy and classroom climate.
- A d-designated section will examine and explore bias and discrimination within the United States based on a variety of individual and group factors.
- A d-designated course will not simply input one or two lessons on “other cultures” into the curriculum to satisfy the

d-designation requirement.

II. Strategies

Below are some suggestions and examples of how a course may incorporate issues and concerns of diversity, equity and social justice through course content, pedagogy, and climate. (Note: The following list should also make clear the relevance of the d-designation for instructors and classes across the curriculum.)

Content	<ul style="list-style-type: none">Identifies discipline-specific diversity learning objectives. <u>Examples</u><ul style="list-style-type: none">A Physics course aims to improve students' awareness of the contributions of women and people of color to the field.A Journalism course seeks to improve students' knowledge of diversity programming.Fosters the development of critical thinking skills <u>Examples</u><ul style="list-style-type: none">A Mathematics course addresses the theoretical grounding for various problems or formulas.In a Business course, students are asked to analyze some of the central assumptions that underlie dominant business practices.Content addresses issues or concerns related to diversity, equity, or social justice in the United States <u>Examples</u><ul style="list-style-type: none">A Sociology course examines how historical cases of structural, institutional, and ideological discrimination arise as a result of the socially defined meanings attributed to difference.An Engineering course examines the history of the discipline from the perspective of diversity and difference, asking about the status and contributions of diverse social and cultural groups to the field.Instructor makes an effort to historically and socially contextualize material, especially when relevant to concerns of diversity, equity, or social justice and equity <u>Examples</u><ul style="list-style-type: none">A Mathematics course discusses the social and cultural context in which a theory was developed and explores potential connections between the theory and the dominant cultural norms and values.
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	<ul style="list-style-type: none">o In examining different theories of intellectual development, an Education course asks about the relationship between theory and social/cultural context; that is, the extent to which the different theories reflect or were shaped by the norms and values that dominated the social and cultural contexts in which they emerged.• Explores viewpoints that question power relationships or longstanding conventional wisdom within the discipline <p><u>Examples</u></p> <ul style="list-style-type: none">o A Philosophy course may analyze dominant theories of knowledge from a gendered perspective, asking to what extent they privilege the experiences of men.o A Communications instructor may ask students to locate culturally or socially biased content in textbooks or other course materials.• Addresses the concerns of diverse groups<ul style="list-style-type: none">o A Nursing Nutrition course addresses socioeconomic factors, environmental justice, access to grocery stores versus a corner store, and cultural food choices including the Standard American Diet.o A course in Political Science may look at concerns that are of particular relevance for marginalized groups in the U.S. <p><u>Examples</u></p> <ul style="list-style-type: none">o An Educational Methods course focuses on the impact of the American educational model on students and society.o A Literature course examines major works from various social and cultural perspectives.
Pedagogy & Climate	D-designated sections rely on inclusive pedagogy and encourage opportunities for transformative experiences for all participants, as well as foster a safe and respectful classroom environment. Instructors can do a variety of things to ensure that students' learning experiences and classroom environment are inclusive, transformative, and safe. Some strategies include: <ul style="list-style-type: none">• Collaborate with students to develop guidelines for safe and respectful classroom behavior• Utilize a variety of instructional strategies, including cooperative learning• Remain conscious of one's own cultural and social identity (including one's position relative to power and privilege) and consider its significance for teaching and interacting with students who are differently situated

III. Key Terms & Concepts

1. Equity & Social Justice: taken together, these terms highlight concerns about the relative impact of social institutions and structures on the choices, actions, and opportunities of the persons and groups who are situated within them; involves concerns about equity and fairness with regard to how persons are treated, the opportunities they enjoy, and their access to resources.

2. Diversity: dissimilarities between persons/groups, such as in their traits, qualities, characteristics, beliefs, values, and mannerisms, as a result of differences in backgrounds or group memberships. Among some of the sources of diversity in the US are ethno-cultural background, citizenship, national origin, ancestry, social positioning, language, religious background, and mental or physical disability.

3. Inclusive Pedagogy: aims to ensure equity and social justice in education; of primary importance is the need for equitable learning environments—environments in which all students, regardless of social or cultural identity, are able to participate equally in and have their needs and interests met through the educational process; recognizes the need for critical attention to all aspects of education—curriculum, classroom climate, pedagogy, and context—in order to ensure equitable learning.

4. Social Difference: social group-based differences that correspond to and develop from the differential and unequal positions persons occupy within the social system as a result how they are identified relative to structures of power and privilege, such as race, class, gender, age, ability, ethnicity, etc.

5. Social Identity: how persons are identified and positioned within society relative to systems of power and privilege, such as those of race, ethnicity, nationality, ancestry, gender, age, ability, class, mental or physical disability, and the like.