

Central Connecticut State University (CCSU) > December

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TO: All Members, University Curriculum Committee; Department Chairs
 FROM: Don Adams, Chair, University Curriculum Committee
 832-2920; adamsde@ccsu.edu
 SUBJ: December 1, 2010 Curriculum Committee Meeting
 DATE: November 8, 2010

The Faculty Senate approved our previous report. If you had items on that report, you should check the relevant shadow catalog in the next few weeks to make sure that your items have been entered properly. No alterations can be made except to be sure that what appears in the shadow catalog is exactly what was approved by the Faculty Senate.

The fourth meeting of the University Curriculum Committee for the academic year 2010-2011 will be held on **Wednesday, December 1, 2010 at 3:15 PM in Vance 105**. Copies of each proposal can be viewed by clicking on the hyperlinks below.

IMPORTANT NOTE: Due to the Thanksgiving holiday at the end of the month, subcommittee meetings occur earlier in the month than usual. Here is the schedule.

DAY	DATE	TIME	SUBCOMMITTEE MEETING	ROOM
Tuesday	November 16	12:30 PM	Education [SEPS]	RVAC 106
Wednesday	November 17	01:00 PM	Business [BUS]	RVAC 106
Wednesday	November 17	03:15 PM	Arts & Sciences [AS]	RVAC 204
Thursday	November 18	12:30 PM	Technology [TECH]	NC 134
Wednesday	November 10	03:15 PM	General Education [GE]	RVAC 106
Thursday	November 18	02:30 PM	Graduate Studies Curriculum [GS]	Blue&White, Std. Ctr.
Thursday	December 2	02:30 PM	Graduate Studies	Marcus White LR

SPECIAL NOTE: Due to the faculty meeting of the School of Business in RVAC 105, the A&S subcommittee meeting is in RVAC 204 this month (on Wednesday the 17th).

REMINDERS:

- Check with Matthew Bielawa (bielawam@mail.ccsu.edu) for available course numbers
- 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.**

OLD BUSINESS

Construction Management		
1	Undergraduate Course Revision: CM 255: change number and cycling	[TECH]
	<i>Change Number to 475</i> <i>Change Cycling from Spring to Fall/Spring</i>	
2	Undergraduate/Graduate Course Revision: CM 455: change prerequisites	[TECH] [GS]
	<i>Delete CM 255 from list or prerequisites</i>	
3	Graduate Course Addition: CM 585	[TECH] [GS]

	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) [GR]	
4	Undergraduate Program Revision: Major in Construction Management BS	[TECH] [GS]
International Studies		
5	Graduate Course Addition: IS 420: cross-list with PS 420	[AS][GE][GS]
	<i>Add to both Undergraduate and Graduate Catalogs:</i> IS 420 Government and Politics of Latin America 3 Historical, social, economic and ideological factors impacting contemporary government and politics in Latin America. Cross listed with PS 420. No credit given to students with credit for PS 420. Summer [I] [GR] <i>Add to both Undergraduate and Graduate Catalog descriptions for PS 420, after description and before cycling:</i> Cross listed with IS 420. No credit given to students with credit for IS 420.	
6	Graduate Course Addition: IS 421: cross-list with PS 421	[AS][GE][GS]
	<i>Add to both Undergraduate and Graduate Catalogs:</i> IS 421 Government and Politics of Africa 3 Historical, social, economic and ideological factors impacting contemporary government and politics in Africa. Cross listed with PS 421. No credit given to students with credit for PS 421. Summer [I] [GR] <i>Add to both Undergraduate and Graduate Catalog descriptions for PS 421, after description and before cycling:</i> Cross listed with IS 421. No credit given to students with credit for IS 421.	

NEW BUSINESS

	Accounting	
7	Undergraduate Course Revision: AC 401: change number to 302	[BUS]
Biology		
8	Undergraduate/Graduate Course Revision: BIO 480: change credits from 3 to 4, change description	[A&S] [GS]
9	Undergraduate/Graduate Course Deletion: BIO 488	[A&S][GS]
Chemistry		
10	Undergraduate Course Addition (Reinstatement): CHEM 100	[AS][GE]
Computer Science		
11	Undergraduate Program Revision: Major in Computer Science, B.S. (Honors) (Non-Teaching) (CAC/ABET-accredited)	[AS]
Counseling and Family Therapy		
12	Graduate Course Revision: MFT 593	[SEPS][GS]
13	Graduate Course Revision: MFT 594	[SEPS][GS]
History		
14	Undergraduate/Graduate Course Revision: HIST 445: change course title and description	[AS][GE][GS]

15	Undergraduate/Graduate Course Revision: HIST 446: change course title and description	[AS][GE][GS]
16	Graduate Program Revision: Master of Arts in History	[AS][GS]
Management Information Systems		
17	Undergraduate Course Revision: MIS 400: change prerequisite of MIS 201 to MIS 315, no other change	[BUS]
Mathematical Sciences		
18	Graduate Course Addition: STAT 520	[AS][GS]
19	Graduate Course Revision: STAT 521	[AS][GS]
20	Graduate Course Revision: STAT 522	[AS][GS]
21	Graduate Course Revision: STAT 523	[AS][GS]
22	Graduate Course Revision: STAT 526	[AS][GS]
23	Graduate Course Revision: STAT 527	[AS][GS]
24	Graduate Course Addition: STAT 534	[AS][GS]
25	Graduate Program Revision: Master of Science in Data Mining	[AS][GS]
26	Graduate Program Revision: Graduate Official Certificate Program	[AS][GS]
Nursing		
27	Undergraduate Program Revision: Major in Nursing, B.S.N._	[SEPS]
Physics and Earth Sciences		
28	Undergraduate Course Revision: SCI 412: change prerequisites and description	[AS]
29	Graduate Course Revision: SCI 520: change title and description	[AS][GS]
30	Graduate Course Revision: SCI 530: change title and description	[AS][GS]
31	Graduate Course Revision: SCI 540: change title and description	[AS][GS]
32	Graduate Program Revision: Master of Science in Natural Sciences	[AS][GS]
Sociology		
33	Undergraduate Course Addition: SOC 423	[AS]
34	Undergraduate Course Addition: SOC 466	[AS]

Items 35 and 36 come from the Faculty Senate's Diversity Committee (<http://finalsite.ccsu.edu/page.cfm?p=5388>). The question before the curriculum committee is whether or not items 35 and 36 are in accord with the original proposal for a [D] designation for courses passed by the curriculum committee and the Faculty Senate in the 2009-10 academic year. Links to the relevant Senate Reports are here:

October 2009: http://web.ccsu.edu/curriculum/senate_reports/09_10/oct.html

April 2010: http://web.ccsu.edu/curriculum/senate_reports/09_10/apr.html

35. How to Apply for a [D] Designation. [AS][BUS][SEPS][TECH][GE]

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: 10/10/2014 Reviewed by: DR. S. S. SINGH

Reviewer Recommendation:

Comments:

36. D-Designation [AS][SEPS][TECH][GE][BUS]

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.
Examples	<p>A Physics course aims to improve students' awareness of the contributions of women and people of color to the field.</p> <p>A Journalism course seeks to improve students' knowledge of diversity programming.</p>

- Fosters the development of critical thinking skills

Examples

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

Examples

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.

- Assigns readings that represent diverse social and cultural voices and perspectives.

Examples

A History course examines different accounts of major historical events from various social perspectives.

A Political Science instructor actively seeks out course materials that are written by persons who belong to a diverse range of social groups

- Instructor makes an effort to historically and socially contextualize material, especially when relevant to concerns of diversity, equity, or social justice and equity

Examples

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.

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

Examples

A Philosophy course may analyze dominant theories of knowledge from a gendered perspective, asking to what extent they privilege the experiences of men.

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

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.

A course in Political Science may look at concerns that are of particular relevance for marginalized groups in the U.S.

- Examines or approaches discipline-specific questions or problems from multiple social or cultural perspectives.

	<p>Examples</p> <p>An Educational Methods course focuses on the impact of the American educational model on students and society.</p> <p>A Literature course examines major works from various social and cultural perspectives.</p>
Pedagogy & Climate	<p>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:</p> <ul style="list-style-type: none"> · Use of inclusive language (e.g., gender inclusive 'firefighter' versus gendered 'fireman') · Uses examples that challenge, rather than reinforce stereotypes and power relationships (text book states that on a continuum of wellness to death that disability is right before death. Raise questions about where a Para-Olympian fits on continuum or explore Deaf culture.) · 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 · Be sensitive to the potential range of student experiences and reactions to material and class discussions (e.g., in some cases students may have a strong emotional response and may need support outside the classroom) · Incorporate community outreach components into the course. · Incorporate diverse teams in Science/Engineering courses containing laboratory team-work, senior capstone design and field projects. · Initiate a feedback from all groups of the student community to better reflect in future classes their suggestions for courses improvement.

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, social positioning, language, religious background,
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, gender, age, ability, class, and the like.