TO: All Members, University Curriculum Committee; Department Chairs
FROM: Mark Jackson, Chair, University Curriculum Committee
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SUBJ: Primary Agenda for the 2nd Round of Curriculum Meetings

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This is the Primary agenda of the 2nd round of University Curriculum Committee meetings for the academic year 2013-2014. To view course and program submissions, click on their hyperlinks underlined and in blue below.

SEPS Subcommittee	10/15/13	12:30 PM	HB 222
Business Subcommittee	10/16/13	1:00 PM	Vance 466
A&S Subcommittee	10/16/13	3:15 PM	Vance 105
SET Subcommittee	10/17/13	12:30 PM	NC 204 conference room
Grad Curriculum Subcommittee	10/17/13	3:00 PM	Philbrick, Student Center
Gen Ed Subcommittee	10/23/13	3:15 PM	SpragCarleton, Student Center
Graduate Studies	10/24/13	3:00 PM	SpragCarleton, Student Center
Full Curriculum Committee	10/30/13	3:15 PM	Vance 105

REMINDERS:

- If you are creating a new course, please check with Matthew Bielawa (bielawam@mail.ccsu.edu) for available course numbers

- If an agenda item lacks a sponsor qualified to answer questions about the item, it will automatically be postponed to the next round of meetings in all subcommittees.

- The new shadow catalog can be found at www.ccsu.edu/admin ,

  - User name: catalog; Password: newcat

  - Click on the tab on the top right called "Unpublished" to see the shadow catalog. You can toggle back and forth between the current and unpublished catalogs by clicking on the "published" and "unpublished" tabs

Primary Agenda

A. Review and approve minutes of previous meetings

B. Announcements

      1. New signature procedures for curriculum items needing the SEPS deans signature

      2. Other announcements

C. Old Business:

    None

D. New Business

Accounting		
1.1	**Course Revision** AC300 Foundations of Accounting: The Profession, Processes & **Proposed title:** Intermediate Accounting I **Proposed Description:** This course is the first of a three-course sequence in Intermediate Accounting. The course provides a comprehensive review of the accounting cycle and the analytical concepts that underlie the intermediate accounting sequence, and it covers the historical development of current financial reporting, the FASB's conceptual framework, the preparation of the primary financial statements, the measurement, recognition, and reporting of some assets, and the manipulations that can lead to fraudulent financial statements. Students will also study the accounting profession and its role in society and practice the research, spreadsheet, and written and oral communication skills required for a successful career in the profession.	**BUS**
1.2	**Course Revision** AC 312 Financial Reporting I **Proposed title:** Intermediate Accounting II **Proposed Description:** This course is the second of a three-course sequence in Intermediate Accounting. The course provides in-depth coverage of the measurement, recognition, and reporting of inventories, long-lived assets, intangible assets, current and noncurrent liabilities, and shareholders' equity.	**BUS**

1.3	**Course Revision** AC 313 Financial Reporting II	**BUS**
	Proposed title: Intermediate Accounting III	
	Proposed Description: This course is the third of a three-course sequence in Intermediate Accounting. The course provides in-depth coverage of the measurement, recognition, and reporting of leases, pensions, deferred income taxes, accounting changes, and the statement of cash flows, and includes other topics not covered in the first and second intermediate accounting courses.	

Economics

2.1	**Course Revision** ECON 200 Principles of Economics I	**AS**
	Proposed title: Principles of Macroeconomics	**GenEd**
2.2	**Course Revision** ECON 201 Principles of Economics II	**AS**
	Proposed title: Principles of Microeconomics	**GenEd**
2.3	**Course Addition** ECON 320 Globalization Issues	**AS**
	Proposed International	**GenEd**
2.4	**Course Addition** ECON 340 Health Economics	**AS**
2.5	**Course Addition** ECON 416 Quantitative Methods in Economics	**AS**
2.6	**Course Addition** ECON 428 State and Community Economic Development	**AS**
2.7	**Course Addition** ECON 432 Economics of Religion	**AS**

2.7	**Course Addition** ECON 446 Gender and the Economy	AS

Engineering

3.1	**Course Revision** ET 241 Applied Statics and Strength of Materials	SET
	Proposed description: Introduction to applied statics and strength of materials with a non-calculus-based analytical and practical approach. Comprehensive explanation of theory and application to architectural, construction, industrial, mechanical and structural problems. May not be used to meet the requirements for a major or minor in Civil, Computer, Manufacturing, Mechanical, or **Robotics and Mechatronics Engineering Technology. Study Area IV**	**GenEd**
3.2	**Course Revision** ENGR 252 Engineering Mechanics II – Dynamics **Proposed Prereqs:** ENGR 251 (C- or higher)	SET
3.3	**Course Revision** ME 352 Modeling of Dynamic Systems **Proposed Prereqs: ENGR 240 (C- or higher)**, ENGR 252 (C- or higher), MATH 355 (C- or higher)	SET
3.4	**Course Revision** ME 454 Heat Transfer **Proposed Prereqs:** ME 354 (c- or higher)	SET

3.5	**Program Revision** Major in Mechanical Engineering Technology, BS
	
	Change the Directed Technical Elective List:
	
	  Present: ETC 454 Introduction Transportation Engineering
	  Corrected: ETM 454 Heat Transfer
		SET

International and Area Studies		
4.1	**Course Addition** IS 490 Field Study Abroad	**AS**
Journalism		
5.1	**Course Revision** JRN 235 News Writing and Reporting I **Proposed Prereqs:** JRN 200, Mandatory simultaneous enrollment in JRN255 **Proposed Description** Intensive introduction to fundamentals of reporting and writing news and feature stories. Covers interviewing, reporting methods, ethics, news judgement, and newsroom practices. Students must enroll in an accompany section of JRN255 Multimedia Journalism. Skill Area I	**AS** **GenEd**
5.2	**Course Addition** JRN 255 Multimedia Journalism	**AS**
5.3	**Program Revision** Minor in Journalism	**AS**
5.4	**Program Revision** Major in Journalism, BA	**AS**
Modern Languages		
6.1	**Course Revision** ASL 111 American Sign Language I **Proposed Description:** Introduction to American Sign Language, the language used by the Deaf community in the United States. Through a direct communicative approach, fundamentals of the basic structure of ASL grammar, sign vocabulary, fingerspelling/numbers, and information related to Deaf Culture are taught.	**AS** **GenEd**

	Change from Skill Area I to Skill Area III		
6.2	**Course Revision** ASL 112 American Sign Language II **Proposed Description:** Further coverage of the fundamentals of ASL grammar, sign vocabulary, fingerspelling/numbers, visual-gestural communication, and information related to Deaf Culture, through a direct communicative approach. Change from Skill Area I to Skill Area III	**AS** **GenEd**	
6.3	**Program Revision** Major in French, B.A.	**AS**	
6.4	**Program Revision** Major in German, BA (30 credits)	**AS**	
6.5	**Program Revision** Major in Italian, BA (30 credits)	**AS**	
6.6	**Program Revision** Major in French, BS (Certifiable for secondary teaching, 36 credits) FR 125 Intermediate French I 3 FR 126 Intermediate French II 3 FR 225 Essential Skills in French I 3 FR 226 Essential Skills in French II 3 FR 304 Introduction to French Literature 3 or FR 305 Introduction to Francophone Literature 3 FR 315 Aspects of French History & Culture 3 or FR 316 Contemporary France 3 FR 335 Advanced French for Oral Expression 3 FR 336 Advanced French Composition 3 Directed electives 12 In addition, students must also take | SPED 315 Intro. to Educating Learners with Exceptionalities	3	
EDTE 316 Principles of Learning in Diverse Settings (7-12)	4	
EDT 315 Ed. Technology in the Secondary School Classroom	1	
RDG 440 Literacy in the Secondary School	3	
EDF 415 Educational Foundations	3			**AS** **SEPS**	

EDSC 425 Multicultural, Interdisciplinary Teaching (7-12)	3	
ML 428 Elementary Methods for World Languages	3	
ML 429 Seminar in Modern Language Teaching Methods	4	
ML 490 OR LING 300 Language Acquisition	3	
EDSC 435 Secondary Education Student Teaching	9	
ML 440 Student Teaching Seminar in Modern Languages	1	

All courses require admission to the Professional Program

   and a grade of C or better

| 6.7 | **Program Revision** Major in Italian, B.S. (Certifiable for secondary teaching)

ITAL 125 Intermediate Italian I 3
ITAL 126 Intermediate Italian II 3
ITAL 225 Intermediate Italian III 3
ITAL 226 Intermediate Italian IV 3
ITAL 304 Introduction to Italian Literature I 3
or
ITAL 305 Introduction to Italian Literature II 3
ITAL 315 Italian Civilization to 1861 3
or
ITAL 316 Italian Civilization from 1861 to Present 3
Directed electives 12

   In addition, students must also take | **AS**

SEPS |

SPED 315 Intro. to Educating Learners with Exceptionalities	3	
EDTE 316 Principles of Learning in Diverse Settings (7-12)	4	
EDT 315 Ed. Technology in the Secondary School Classroom	1	
RDG 440 Literacy in the Secondary School	3	
EDF 415 Educational Foundations	3	
EDSC 425 Multicultural, Interdisciplinary Teaching (7-12)	3	
ML 428 Elementary Methods for World Languages	3	
ML 429 Seminar in Modern Language Teaching Methods	4	
ML 490 OR LING 300 Language Acquisition	3	
EDSC 435 Secondary Education Student Teaching	9	
ML 440 Student Teaching Seminar in Modern Languages	1	

All courses require admission to the Professional Program

   and a grade of C or better

		For students with advanced preparation, appropriate substitutions will be made. No minor required.	
6.8	**Program Revision** Minor in Modern Language		AS
6.9	**Program Deletion** Major in German, B.S. (Certifiable for secondary teaching)		AS SEPS

Psychological Science

7.1	**Program Revision** Major in Psychology, B.A.
	
	Update the numbers and titles of the following 3 courses:
	
	      PSY 112 Introduction to Psychology 3
	
	      PSY 420 Cross-Cultural Psychology 3
	      PSY 430 Intergroup Relations 3
		AS

Reading & Language Arts

8.1	**Course Addition** RDG 508 Reading Instruction K-12 3 credits **Prereqs:** Admission to graduate program in the Dept. of Special Education or Reading department chair approval" The course addresses reading instruction in K-12. Special emphasis will be placed on emergent literacy, phonemic awareness, phonics, sight word knowledge, context knowledge, fluency, vocabulary, and comprehension. [GR]	SEPS Grad

Sociology

9.1	**Course Deletion** SOC 210 Sociological Inquiry	AS

9.2	**Course Addition** SOC 355 The Culture and Politics of Food	**AS**
9.3	**Course Revision** SOC 300 Sociological Theory **Proposed Prereqs: S**OC 110 and 6 additional credits in Sociology	**AS**
9.4	**Course Revision** SOC 310 Research Methods **Proposed Prereqs: S**OC 110 and 6 additional credits in Sociology	**AS**
9.5	**Course Revision** SOC 312 Class, Power, and Status **Proposed Prereqs:** SOC 110	**AS**
9.6	**Course Revision** SOC 322 Race and Ethnic Relations **Proposed Prereqs:** SOC 110	**AS**
9.7	**Course Revision** SOC 333 Culture and Society **Proposed Prereqs:** SOC 110	**AS**
9.8	**Course Revision** SOC 400 Topics in Social Theory **Proposed Prereqs: S**OC 110 and 3 additional credits in Sociology	**AS**
Special Education		
10.1	**Course Addition** SPED 582 Supervision of Special Education Teaching 3 credits Permission of Special Education Department Chair and Assistant Dean of Education and Professional Studies.	**SEPS** **Grad**

	Supervised teaching experience for post baccalaureate and graduate students who possess a Durational Shortage Area Permit (DSAP)from the State of Connecticut signed by the SEPS Assistant Dean. To meet teacher certification program requirements, student must enroll in two sequential semesters and earn at least a C in each semester. [GR]	
Gen Ed Goals		
11.1	As part of the functions and responsibilities of the University Curriculum Committee, we are tasked to "make a continuous study of the university curricula as they relate to programs authorized by the Board of Trustees for the Connecticut State University." (Curriculum Bylaws 3.2), and the Gen Ed Subcommittee has jurisdiction over all aspects of General Educations (Bylaw 5.3). One of the problems we have had in studying the curriculum has been the difficulty in getting good assessment data of the General Education program. One of the difficulties in assessing Gen Ed has been that there are not clearly defined stated goals; instead we have a list of learning outcomes that have been difficult to assess. The learning goals can be found at the bottom of the page here: http://www.ccsu.edu/page.cfm?p=14893 I am charging the General Education Subcommittee to work with the University Assessment Committee to review the Gen Ed mission statement and learning outcomes, and develop a set of clear goals of for General Education. Ideally, these goals should be based on the current mission statement for General Education: *In addition to offering baccalaureate degrees, the University aims to provide students with the basic foundations for life-long learning as rational members of society, to awaken the pleasures of intellectual exploration and to elevate aesthetic sensibilities. This commitment to personal development depends on the acquisition and expansion of knowledge, intellectual processes, and techniques.*	**GenEd**