

TO: All Members, University Curriculum Committee; Department Chairs
FROM: Mark Jackson, Chair, University Curriculum Committee
832-2650; jacksonmae@ccsu.edu
SUBJ: Primary Agenda for 3rd Round of Curriculum Meetings
DATE: November 2014 (revised 11/10/14)

This is the Primary agenda of the 3rd round of University Curriculum Committee meetings for the academic year 2014-2015.

Please attend all subcommittees to which you are assigned (check membership and subcommittee assignments on the curriculum webpage by clicking on "[Committee Membership](#).") Please remember that most members are assigned to 2 subcommittees. The schedule for this month is presented below, and the full schedule of meetings for the entire academic year can be found by clicking on "[Committee Calendar](#)." The schedule for this month's meetings is:

***Please note, the order of meetings is a little different and compressed this month due to the Thanksgiving holiday.** Please double check the date of all meetings on your calendar.

SEPS Subcommittee	11/18/14	12:30 PM	Clocktower Room, Student Center
Business Subcommittee	11/12/14	1:00 PM	Vance 466
A&S Subcommittee	11/12/14	3:15 PM	Vance 105
EST Subcommittee	11/13/14	12:40 PM	NC 22412
Grad Curriculum Subcommittee	11/13/14	3:00 PM	Vance 106
Gen Ed Subcommittee	11/19/14	3:15 PM	Philbrick Room, Student Center
Graduate Studies (see Note #3)	11/20/14	2:30 PM	SpragCarleton, Student Center
Full Curriculum Committee	12/3/14	3:15 AM	Vance 105

AGENDA FOR FIRST ROUND OF CURRICULUM MEETINGS:

***The column on the right lists all of the subcommittees to which each proposal is assigned. Representative(s) from the initiating department, school, or other appropriate agency shall be requested to attend all subcommittee meetings concerned with their proposals as well as executive sessions of the Curriculum Committee, or else the proposal will be automatically postponed to the following month.

Abbreviations:

- SEPS = SEPS Subcommittee
- Bus = Business Subcommittee
- AS = A&S Subcommittee
- EST = EST Subcommittee
- GR = Grad Curriculum Subcommittee
- GE = Gen Ed Subcommittee

For All Subcommittees	
1.0	Approve Minute of previous meetings
2.0	Announcements
New Business (right hand column lists the assigned subcommittees)	
3	<p>Proposal on Catalog publication date</p> <p><i>* Note: this proposal will be discussed and voted on at the Full (executive) meeting of the curriculum committee on Dec 3. We have already discussed this idea in most subcommittee meetings over the previous couple of months, so additional discussion in subcommittee is optional, after all other curriculum proposals. Please continue discussing this with your departments in advance of the Dec 3 vote.</i></p> <p>Proposal: The University Catalog for each academic term shall be published no later than March 15 of the spring immediately preceding that academic term. The purpose is to ensure that the catalog accurately reflects curriculum changes that will take effect in the fall term</p>

	<p>during the time of spring advising and advance registration. The University Curriculum Committee shall institute whatever deadlines or procedures that are necessary in order to meet the March 15 publication deadline.</p> <p>Background: Advising for transfer students begins in early March, and it is very difficult to accurately advise when the new catalog is not published and curriculum changes may drastically change that student's academic plan. Continuing students and faculty advisors would also benefit from this proposal because they would know in advance of new opportunities they may they want to explore, and would also of possible course deletions or prerequisite changes that could potentially impede their progress.</p> <p>This will require a slight adjustment to the current curriculum schedule, as Curriculum Committee Bylaw 4.6 currently states that "Changes approved by the Curriculum Committee by its March meeting and by the Faculty Senate by its second meeting in March will normally appear in the next appropriate University Catalogue.", and this was intended to have the new catalog published in June. To be approved in the March meeting, items need to be submitted by the first Friday of February so that they can hit the February run of subcommittee meetings. In order to have about a month to proof items going into the proposed March 15 catalog deadline, we would need to have these items approved by the faculty Senate and signed by the President no later than Feb 15, so we would have to move the curriculum deadline back to the previous cycle, which would be the submission deadline of the first Friday of November so that these items can be approved in the December Senate meeting (we don't currently have curriculum cycles in December and January since we are not on campus). This only reduces the amount of time we have to work on new proposals by one month, and I have worked out some ways they we could regain that month by revising some of our schedule.</p> <ol style="list-style-type: none"> 1. The members of the curriculum committee, like members of faculty senate, are supposed to be selected by departments in the spring for the following year. We need to work with the president's office to really push for department elections to be held early enough so that we can use the last meeting of the spring as or organizational meeting. Our bylaws already state that we should "organize itself in May", during which time we have always elected the chair, but organization could also extend to introducing new members and doing the new member orientation in May rather than waiting until the fall. That way we get people to go back to their departments in May and start the discussion of "what do we need to do in curriculum next year?" That is really a good time to do it, the perfect time to reflect on the previous year and make plans for the next. The deans and the chairs are working all summer, so we should really encourage maximum submissions during the summer months so that we can hit the ground running in September. The new submission system eliminates the running around for signatures, and the electronic review over the summer should be feasible 2. One of the big problems will be trying to get everything done in the November meetings for approval in December. That puts a lot of pressure on us in November to approve everything, and if anything needs to be postponed you will be out of luck. So I have been
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	<p>thinking of ways to try to add one last chance for items in January.</p> <ol style="list-style-type: none"> Items for inclusion in the next catalog should ordinarily be submitted by the first Friday of November, and will be placed on the November agenda. Items approved by curriculum and by the faculty senate no later than December will ordinarily be listed in the next catalog. For any items that need to be postponed in November (they need more work, need review by additional departments, or we simply didn't have enough time), we will have a special January session of the curriculum committee. Since these items would have been submitted the previous November and already on a previous agenda, this would avoid the problem of having to get the agenda out 10 days in advance. Since this would only be for clearing those last items off the fall agenda, we would be able to get these approved in early February. Since this would only be the items that were held over from the final fall meeting, we would be able to proof the already approved items for the new catalog and then still have a few weeks to proof these final items before going live. <p>3. Emergency or Accreditation-related items could always be added after the March publication of the catalog with approval by the Vic-President for Academic Affairs, as they are now. We should explore the possibility of adding a note as to when modifications are made to the published catalog. In most cases of accreditation-required revisions, it is acceptable to have evidence of the revision through curriculum, but it is commonly understood that publication into the catalog often takes up to a year.</p>	
4	<p>Proposal for TAP Articulation with CCSE Gen Ed Program</p> <p>As the first of the TAP Pathways are being finalized, we are being asked to review and approve a standardized Articulation of the TAP Gen Ed with the CCSU Gen Ed program.</p> <p>The proposed articulation is here: TAP Gen Ed Articulation with CCSU Gen Ed</p> <p>You can review the details of the approved TAP Gen Ed program here : TAP Gen Ed</p> <p>Please pay particular attention to the two Section B courses. One of those courses can go into our Skill Area IV, but the other one requires some decision making on our part. The proposal recommends that the second Section B course be articulated as a Study Area III Behavioral Science course because that is one area of our Gen Ed that will not already have at least one course articulated, and students would still have to take one more Study Area III at CCSU</p>	GE
Modern Language		
5	<p>Program Revision</p> <p>http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Minors/Modern-Language-Minor-18-credits</p> <p>Modern Language Minor</p>	AS

	<p>Requirements (18 credits)</p> <p>Required Courses (12 credits): a four-semester sequence of language courses in a single language</p> <ul style="list-style-type: none"> • In French, Italian, German and Spanish for non-native speakers, students must reach Intermediate Level IV • In Spanish for native speakers, students must reach Hispanic Culture for Heritage Speakers of Spanish II • In all other languages, Intermediate Level II must be reached <p>Change the following description under electives: Electives (6 credits): 6 credits of directed electives are required to complete the minor.</p> <p>"6 credits of directed electives approved by the Chair of the Modern Language Department, including advanced study of the language and/or courses in other disciplines dealing with the countries where the target language is spoken."</p>	
Physics		
6	<p>Course revision http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/All-Courses/PHYS-Physics/400/PHYS-470</p> <p>Change prereqs on Physics 470 Quantum Mechanics Current: Phys 425 Proposed: Phys 425 or Phys 325 or Math 226 or Math 228</p>	EST
Math		
7	<p>Course revision: Math 377 Introduction to Real Analysis http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/300/MATH-377</p> <p>Change prereqs Current: MATH 221 (with grade of C- or higher). Proposed: MATH 218 (C- or higher) and MATH 221 (C- or higher)</p>	EST
8	<p>Course revision MATH 491 Advanced Calculus http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-</p>	EST GR

	Courses/MATH-Mathematics/400/MATH-491 Change name to: Advanced Vector Calculus	
9	Course revision: Math 465 Introduction to Fractal Geometry and Chaos http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-465 requesting grad credit	EST GR
10	Course revision: Math 400 Introduction to Mathematica http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-400 Requesting grad credit Proposed Prerequisites MATH 221 and either MATH 228 or MATH 226 (C- or higher), or admission to MA or MS program in Math	EST GR
11	Course deletion: MATH 470 Mathematical Methods in Operations Research http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MATH-Mathematics/400/MATH-470	EST GR
12	Program revision: Major in Mathematics BA http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Mathematics-B-A-38-credits Replace Math 250 (previously delated) with Math 400 Introduction to Mathematica Add Math 465 Intro to Fractal Geometry & Chaos to electives list Remove Math 470 (not offered) Change name of Math 491 Advanced Calculus to Advanced Vector Calculus (pending?) ACTL 480? Doesn't exit	EST

13	<p>Program revision: Major in Mathematics with specialization in statistics, BA</p> <p>http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Mathematics-with-Specialization-in-Statistics-B-A-58-credits</p> <p>Remove Math 470 (not offered)</p> <p>Move ACTL 335, 465, 466, 481 from 2 course option to 16 credit option</p>	EST
14	<p>Program Revision Mathematics, B.S. (Certifiable for secondary teaching)</p> <p>Replace Chem 163 with Chem 200</p> <p>Replace Chem 164 with Chem 201</p> <p>Remove Math 250?</p>	EST SEPS
History		
17	<p>Add the language: "Prerequisite: Sophomore Standing." To the following courses :</p> <p>HIST 302 Introduction to Public History 3</p> <p>HIST 305 Connecticut and the Nation 3</p> <p>HIST 306 Ancient Mesopotamia 3</p> <p>HIST 307 Ancient Israel 3</p> <p>HIST 308 Topics in Ancient History 3</p> <p>HIST 316 History of the American West to 1890 3</p> <p>HIST 317 History of the American West, 1890 to Present 3</p> <p>HIST 319 Race, Ethnicity and Migration in the U.S. 3</p> <p>HIST 321 Political History of the United States, 1776-1876 3</p> <p>HIST 322 Political History of the United States, 1877 to Present 3</p> <p>HIST 323 Native Americans of the Eastern Woodlands, 1520-Present 3</p> <p>HIST 324 Native Americans of the West, 1500-Present 3</p> <p>HIST 325 Anglo-American Legal and Constitutional History, 1550-1789 3</p> <p>HIST 326 Anglo-American Legal and Constitutional History, 1789-Present 3</p> <p>HIST 327 History of American Consumer Culture 3</p> <p>HIST 328 History of American Foreign Relations 3</p> <p>HIST 329 History of Working America 3</p> <p>HIST 330 History of Women in the United States, 1607-1865 3</p> <p>HIST 331 History of Women in the United States, 1865-Present 3</p> <p>HIST 332 History of Schooling in America 3</p>	AS

	<p> HIST 334 Women of Medieval Europe 3 HIST 335 Women, Marriage, and Family in Early Modern Europe 3 HIST 336 History of Early Medieval Europe 3 HIST 337 History of Later Medieval Europe 3 HIST 341 English History to 1715 3 HIST 342 English History since 1715 3 HIST 343 Modern Ireland: 1690-Present 3 HIST 344 History of Modern Germany 3 HIST 347 History of Russia I 3 HIST 348 History of Russia II 3 HIST 353 History of Modern China 3 HIST 354 History of Modern Japan 3 HIST 356 History of East Central Europe since 1919 3 HIST 369 African-American History 3 HIST 373 The African Diaspora in the Caribbean since 1500 3 HIST 375 History of Africa to 1800 3 HIST 376 History of Africa since 1800 3 HIST 379 History of Poland: from the Piasts to Partition, 966-1795 3 HIST 380 Modern Poland 3 HIST 383 History of Brazil 3 HIST 384 Portugal in Brazil 3 </p>	
18	<p>Course addition</p> <p>HIST 200 Topics in History Proposed Prereqs: None 3 credits Introduction to selected topics in history. Titles and themes may vary from section to section.</p> <p>Irregular Study Area II</p>	<p>AS</p> <p>GE</p>
19	<p>Course revision HIST 298 History and Travel http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/HIST-History/200/HIST-298</p> <p>Change credits from "1 or 3" to "1 to 3"</p>	<p>AS</p> <p>GE</p>
20	<p>Course revision HIST 301 The Historical Imagination http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/HIST-History/300/HIST-301</p> <p>Change description to:</p> <p>Note: History minors and International Studies majors must request a major override from the department chair prior to registration. Students will practice history rather than simply study it in a passive sense. By honing research, analytical and writing skills students will be better prepared for upper level classes and work outside the university. History majors, history minors, and International Studies majors only.</p>	<p>AS</p>

ECON															
21	Course Addition: ECON 408 The Political Economy of the Great Recession Proposed Prereqs: ECON 200 and ECON 201, or permission of instructor 3 credits Examination of the origins, transmission, and legacy of the Great Recession. Topics include US economic history prior to 2008, policy responses during the crisis, as well as the nature and direction of the recovery from the crisis. Traditional and alternative approaches will be employed. Spring		AS												
TE-Technology-Engineering-Education															
22	Course revision TE 245 Building Design & Construction http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/TE-Technology-Engineering-Education/200/TE-245 remove prereq of MFG 121		EST												
23	Course revision TE 221 Innovation & Invention http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/TE-Technology-Engineering-Education/200/TE-221 remove prereq of MFG 121		EST												
Curriculum Change Proposal from the School of Education and Professional Studies															
24	<p>We request clarification of course background check requirements by the addition of the fingerprinting statement to the descriptions of courses with field experiences taken by education students before admission to the Professional Program</p> <p>Add this statement to the description of all of the following courses:</p> <p>“CT law requires fingerprinting and a criminal background check for the field experiences or work in schools in this class. Proof of completed fingerprinting must be submitted prior to the beginning of class”.</p> <table><tr><th>Course #</th><th>Title</th><th>Dept.</th><th>School</th></tr><tr><td>ART 301</td><td>Art Educ Theory & Practice I</td><td>Art</td><td>A&S</td></tr><tr><td>CNSL 503</td><td>Supervised Counseling Prac</td><td>Counseling & Family Therapy</td><td>SEPS</td></tr></table>		Course #	Title	Dept.	School	ART 301	Art Educ Theory & Practice I	Art	A&S	CNSL 503	Supervised Counseling Prac	Counseling & Family Therapy	SEPS	SEPS AS EST GR
Course #	Title	Dept.	School												
ART 301	Art Educ Theory & Practice I	Art	A&S												
CNSL 503	Supervised Counseling Prac	Counseling & Family Therapy	SEPS												

	CNSL 591	Supv School Guidance Intern	Counseling & Family Therapy	SEPS	
	MFT 593	Schl-Based Marriage/Fam Trp I	Counseling & Family Therapy	SEPS	
	MFT 594	Schl-Basd Marriage/Fam Trp II	Counseling & Family Therapy	SEPS	
	MATH 113	Structure of Math I: Nmbr Sys	Mathematical Sciences	EST	
	MATH 211	Clincl Exper in Math Ed I	Mathematical Sciences	EST	
	MATH 213	Struct of Math II: Prob & Geom	Mathematical Sciences	EST	
	MATH 311	Clincl Exp in Math Ed II	Mathematical Sciences	EST	
	MATH 313	Number Systems from an Advance Viewpoint	Mathematical Sciences	EST	
	MATH 327	MATH 327 Curr & Tech in Secondary Math I	Mathematical Sciences	EST	
	MATH 328	MATH 328 Curr & Tech in Secondary Math II	Mathematical Sciences	EST	
		This item removed (Math 412)			
	MUS 101	Practicum in Music Education	Music	A&S	
	MUS 310	Gen MusEd,Part I (Grades PK-4)	Music	A&S	
	MUS 311	Gen Mus Ed Prt II (Grdes 5-12)	Music	A&S	
	PE 111	Orientation to Physical Education	Physical Ed & Human Perf	SEPS	
	PE 210	Methods of Teaching School Health Ed	Physical Ed & Human Perf	SEPS	
	PE 219	Skills and Instructional Strategies on Golf	Physical Ed & Human Perf	SEPS	
	PE 277	Methods of Teaching Racquet Sports	Physical Ed & Human Perf	SEPS	
	PE 299	Psycho-Social Aspects of PE	Physical Ed & Human Perf	SEPS	
	PE 300	Physical Education Teaching Strategies	Physical Ed & Human Perf	SEPS	
	PE 305	Measurement and Evaluation in PE	Physical Ed & Human Perf	SEPS	
	PE 374	Methods of Teaching Fitness	Physical Ed & Human Perf	SEPS	
	PE 420	Lifespan Motor Development	Physical Ed & Human Perf	SEPS	
	SPED 301	Implications of Child Dev. for Tching all Learners	Special Education	SEPS	

		This item removed (SPED 430)				
	SPED 502	Principles of Learning for SPED	Special Education	SEPS		
	SPED 511	Behavioral/Emot Disorders	Special Education	SEPS		
	SPED 512	Learning Disabilities	Special Education	SEPS		
	SPED 513	Developmental Disabilities	Special Education	SEPS		
	SPED 514	Cog Beh Mgt & Soc Skl Strat	Special Education	SEPS		
	SPED 515	Assessment in Special Educ	Special Education	SEPS		
	SPED 516	Instr Prog for Stds w/ Excepts	Special Education	SEPS		
	SPED 517	SPED methods Teaching Rdg K-12	Special Education	SEPS		
	SPED 518	SPED Methods Teaching Writng K-12	Special Education	SEPS		
	SPED 519	SPED Methods in Content Area K-12	Special Education	SEPS		
	SPED 521	Student Tchng-Sped Ed-Elem	Special Education	SEPS		
	SPED 522	Stdnt Tchng in Spec Educ-Sec	Special Education	SEPS		
	SPED 523	SPED Practicum – Elementary	Special Education	SEPS		
	SPED 524	SPED Practicum -- Secondary	Special Education	SEPS		
	SPED 582	Supervsn of Special Ed Teachg	Special Education	SEPS		
	EDEC 301	Chld Dvl Implct Tcng Lrng Erl	Teacher Education	SEPS		
	EDEC 302	Literacy for Early Childhood	Teacher Education	SEPS		
	EDEC 303	Arts & Aesthetics in Early Child	Teacher Education	SEPS		
	EDEC 321	Crrclm Instrct English Lang Learner	Teacher Education	SEPS		
	EDEC 402	Chld Dev Implt Tcng Prmr Clsrm	Teacher Education	SEPS		
	EDF 415	Educational Foundations	Teacher Education	SEPS		
		This item removed (EDF 516)				
	EDSC 412	Tesol Student Teaching	Teacher Education	SEPS		

	EDSC 582	Supv Sec School Teaching	Teacher Education	SEPS	
	EDTE 210	Educ & Tcher Ldrshp-Div Lrng	Teacher Education	SEPS	
	EDTE 314	App Lrng Thers Dvrs Setng K-12	Teacher Education	SEPS	
Political Science					
25	<p>Course revision PS 446 The Budgetary Process http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PS-Political-Science/400/PS-446</p> <p>proposed prereqs to: PS 260 or admission to graduate program</p> <p>Change description to: Examination of how American governments allocate resources with a focus on the differences between public and private budgeting. The history of both legislative and administrative reforms of public budgeting will be surveyed. The resource allocation assumptions, structures, and processes of the federal government will be compared to and distinguished from those of non-governmental organizations, such as private corporations and even American households.</p>				AS GR
26	<p>Course revision PS 445 Public Policy Analysis and Evaluation</p> <p>Proposed Prereqs: PS 260, permission of instructor, or admission to graduate program</p> <p>Proposed Description: An examination of the public policy process from the formulation through evaluation and audit stages. Decision making theories and practices relevant to various types of public actors and institutions will be explained and evaluated in the context of an increasingly complex public policy environment.</p>				AS GR
Common Business Core					
27	<p>Course Addition BUS 480 Capstone Seminar</p> <p>Prerequisite: Grades of at least C- in FIN 295, LAW 250, MC 207, MIS 201, MGT 295, MKT 295, and the 8 pre-major courses; acceptance into upper-division of School of Business; meeting upper-division Business School GPA requirements; and senior standing. Co-requisite MGT 480</p> <p>Credits: 0</p> <p>Activities measuring the degree to which students have mastered the material relevant to the School of Business Learning Goals and Objectives. Linked to MGT 480 Strategic Management and counts toward the capstone requirement in each undergraduate business degree program.</p>				BUS

28	<p>Program revision</p> <p>Add Bus 480 to Common Business Core</p> <p>AC 211 Introduction to Financial Accounting 3 AC 212 Introduction to Managerial Accounting 3 BUS 480 Capstone Seminar 0 FIN 295 Managerial Finance 3 LAW 250 Legal Environment of Business 3 MC 207 Managerial Communications 3 MGT 295 Fundamentals of Management and Organizational Behavior 3 MGT 480 Strategic Management 3 MIS 201 Introduction to Management Information Systems 3 MKT 295 Fundamentals of Marketing 3</p>	BUS
Biology		
29	<p>Course revision BIO 200 Integrative Biology http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/BIO-Biology/200/BIO-200</p> <p>Change prereqs to: Grade of C- or better in Bio 121 and Bio 122</p>	EST
CEGT-Computer-Electronics-Graphics-Technology		
30	<p>Course addition CET 549 Health Information Network 3 credits</p> <p>Proposed Prereqs: CET 502 Applied Networking Technology II</p> <p>Proposed Description: An in-depth understanding of principles and practicalities needed for information technology professionals specializing in healthcare network implementations and management. Two hours lecture and two hours laboratory, course meets four hours per week. Cycling: On Demand</p>	EST GR
31	<p>Course addition CET 569 Network Security Management 3 credits</p> <p>Proposed Prereqs: CET 502 Applied Networking Technology (II)</p> <p>Proposed Description: In-depth understanding of the core security concepts and skills needed for the design, implementation, and management of network devices to maintain the integrity, confidentiality, and availability of data and devices. Two hours lecture and two hours laboratory, course meets four hours per week.</p>	EST GR
Engineering		
32	<p>Course addition ME 340 Geometric Dimensioning & Tolerancing for Mechanical Design 3 credits</p> <p>Proposed Prereqs: ETM 260 and ME 216 and MATH 226</p> <p>Proposed Description: Basics of interval arithmetic. Interpretation, application, and</p>	EST

	<p>verification of GDT aspects of engineering designs per the latest ANSI Y14.5 and ISO standards using customary and metric systems. Calculations with tolerenced dimensions, multidimensional tolerance stackups. Design of functional gauges. Statistical tolerancing.</p> <p>Proposed International: Follows ANSI Y14.5 and ISO standards using customary and metric systems. (for International credit)</p>	GE
33	<p>Course addition ME 461 Discrete Event Simulation for Manufacturing Systems 3 credits</p> <p>Proposed Prereqs: MATH 355</p> <p>Proposed Description: Principles of Discrete Event Simulation (DES) modeling and analysis, data collection and preparation, verification and validation of models, design of simulation experiments, output analysis, and using software to simulate manufacturing facilities, material handling systems, and transportation systems for a lean manufacturing environment.</p> <p>Proposed Cycling: On Demand</p>	EST
34	<p>Course revision</p> <p>Change prereq to “ET 251 (C- or higher)” in the following courses ET 252 ET 354 ET 357</p>	EST
35	<p>Course revision</p> <p>ME 497: Prereq change to ME 367 (C- or higher), ME 370 (may be taken concurrently), ETM 467 (may be taken concurrently)</p>	EST
36	<p>Course revision</p> <p>ME 460: Prereq change to ME 345 (C- or higher)</p>	EST
37	<p>Course revision</p> <p>ME 360: Prereq change to MATH 226 (C- or higher)</p>	EST
38	<p>Course revision ME 403: Control of Dynamic Systems http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ME-Mathematics/400/ME-403</p> <p>Change description to: Introduction to continuous classical and modern control analysis and design methods for mechanical and aerospace systems; transfer function vs. state-space description, single-input-single-output (SISO) vs. multi-input-multi-output (MIMO) system, linear vs. nonlinear system, linearization, classical control design method, state-space design method, extensive use of commercial software packages. Two hours lecture and two hours laboratory, course meets four hours per week.</p>	EST
39	<p>Program revision Mechanical Engineering, B.S. http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Majors/Mechanical-Engineering-B-S</p>	EST

	http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-30%2016:53:01	
	<ol style="list-style-type: none"> 1. Move ME 403 to Aerospace Concentration (does this change credits?) 2. Add ME 340 to Manufacturing Concentration 3. Add choice of ME 461 or 466 to the Manufacturing Concentration 4. Add additional ME Elective to General Concentration 	
Physics		
40	<p>Course Addition PHYS 360 Nanotechnology 3 credits Proposed Prereqs: PHYS 126, MATH 221</p> <p>Proposed Description: Fundamental concepts of nanotechnology, nanoscale characterization techniques, zero, one and two-dimensional nanomaterials, applications of nanotechnology in electronics, optics, engineering, biotechnology and medicine.</p> <p>Proposed Cycling: Irregular</p>	EST
Music		
41	<p>Course revision MUS 367 Choral Conducting http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/MUS-Music/300/MUS-367</p> <p>Change prereqs to: MUS 222 and MUS 216 (C- or higher) or equivalent</p>	AS
English		
42	<p>Course Addition: ENG 383 Writing for Digital Platforms 3 credits Proposed Prereqs: ENG 110</p> <p>Proposed Description: Students will learn to write and present narratives across digital platforms, with a special focus on the text portion of online publishing. How has digital media, including Twitter, Reddit and Facebook, impacted writing techniques? How have the shifting expectations of online reading impacted the writer's role as storyteller?</p> <p>Proposed Cycling: Fall</p>	AS

43	<p>Course Addition: ENG 384 Publishing</p> <p>4 credits</p> <p>Proposed Prereqs: ENG 110</p> <p>Proposed Description: This course will use a web-based literary publication as a framework for a basic introduction to various editorial jobs (copy editor, assistant editor, managing editor) and compare production requirements for both print and online publications. Students will study links, headline writing, tag writing, and web optimization, as well as writing for precise lengths under firm deadlines. They will edit submissions and work with authors. Includes one-hour “lab” for hands-on production work.</p> <p>Proposed Cycling: Spring</p>	AS
44	<p>Course Addition: ENG 385 Topic: Writing About...</p> <p>3 credits</p> <p>Proposed Prereqs: ENG 110</p> <p>Proposed Description: Each “Writing About” class will focus on a primary theme, such as Health, Politics, Business, or Social and Cultural Issues. Students will learn specialized skills for researching and writing about a topic relevant to their career or other interests.</p> <p>Proposed Cycling: Spring</p>	AS
45	<p>Program Revision: Minor in Writing.</p> <p>http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-20%2011:34:18</p> <p>The changes are:</p> <ul style="list-style-type: none"> • Replace three current required courses ENG 110, ENG 401, and LING 230 with three new required courses: ENG 370, ENG 383 (new course) and ENG 384 (new course) • Remove from Directed Elective options JRN 236, ENG 370 (now required), ENG 378, MC 207 • Add to Directed Electives options LING 230, ENG 310, ENG 385 (new course), ENG 401, ENG 483, JRN 255 • Change credits from 21 to 19 (it was 21 credits because we included ENG 110, which is of course a university requirement anyway) <p>Minor in Writing (19 credits)</p> <p>ENG 370 Creative Nonfiction I 3</p> <p>ENG 383 Writing for Digital Platforms 3</p> <p>ENG 384 Publishing 4</p> <p>Directed Electives (9 credits)</p> <p>LING 230 The Study of Language 3</p> <p>ENG 310 Close Reading the Sentence 3</p> <p>ENG 371 Creative Writing: Fiction I 3</p>	AS

	ENG 372 Creative Writing: Fiction II 3 ENG 373 Creative Writing: Poetry I 3 ENG 374 Creative Writing: Poetry II 3 ENG 375 Creative Nonfiction II 3 ENG 376 Creative Writing: Essay 3 ENG 377 Creative Writing: Playwriting 3 ENG 382 Travel Writing 3 ENG 385 Topic: Writing About... 3 ENG 401 Advanced Composition 3 ENG 403 Technical Writing 3 ENG 483 Advanced Creative Nonfiction 3 JRN 200 Introduction to Journalism 3 JRN 235 News Writing and Reporting I 3 JRN 255 Multimedia Journalism 3 JRN 380 Feature Writing 3 JRN 381 Writing Opinion 3	
46	<p>Course Addition: ENG 522 Topics in Poetry and Prosody</p> <p>3 credits</p> <p>Proposed Prereqs: None</p> <p>Proposed Description: Detailed and systematic study of poetic form, including versification, rhetorical tropes, diction, and tone. May be organized by period, subject matter, genre, or critical method. May be repeated with different topics for up to 6 credits.</p> <p>Proposed Cycling: irregular</p> <p>Proposed Graduate: <input checked="" type="checkbox"/></p>	AS GR
47	<p>Program Revision: Master of Arts in English.</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/English-M-S</p> <p>The changes are:</p> <ul style="list-style-type: none"> • Add ENG 522 as a required course in both the thesis and comprehensive exam tracks, and reducing the number of electives accordingly • Reduce the number of credits MA students can take at the 400 level from nine to six 	AS GR
48	<p>Course Revision: ENG 483 Advanced Creative Nonfiction.</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/ENG-English/400/ENG-483</p> <p>Proposed Prereqs: ENG 375, or permission of instructor for graduate students</p>	AS GR

	<p>Proposed Description: Presupposes some experience writing creative nonfiction. Students will explore various techniques required to write longer articles, such as features, extended profiles, and longer personal essays. Students will be expected to produce at least one lengthy paper and workshop all of their work in class. Cannot be used for credit in English MA program.</p> <p>The changes:</p> <ul style="list-style-type: none"> • Add graduate credit (to allow students in other grad programs like Public History who currently take the course to take it for grad credit rather than using the Independent Study dodge) • Add “or permission of instructor for graduate students” to prereqs • Make clear in Description that grad credit doesn’t apply in the English MA program—this is just for students in other disciplines who need the course 	
PSY - Psychological Science		
49	<p>Course revision PSY 596 Psychological Research: Design and Analysis I</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-596</p> <p>change credits from 3 to 4</p>	<p>AS</p> <p>GR</p>
50	<p>Course revision PSY 597 Psychological Research: Design and Analysis II</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/PSY-Psychological-Science/500/PSY-597</p> <p>change credits from 3 to 4</p>	<p>AS</p> <p>GR</p>
51	<p>Program Revision : Psychology M.A.</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Psychology-M-A</p> <p>Note the number of credits will not change, nor will the program descriptions.</p> <p>Program Revision</p> <p>1. <u>New common core (12 credits):</u> The common core will be reduced from 18 credits to 12</p> <p>PSY 501 – Seminar in Thesis and Research Development (1 credit) This is a new course that has already been approved and is being taught Fall 2014. It is currently not required. We are adding this to the set of required common core courses</p> <p>PSY 596 – Psychological Research: Design and Analysis I (4 credits) We are requesting that this course be changed from 3 credits to 4 credits</p> <p>PSY 597 – Psychological Research: Design and Analysis II (4 credits) We are requesting that this course be changed from 3 credits to 4 credits</p> <p>PSY 599 – Thesis (3 credits)</p> <p>We removed the following courses from the common core; these courses are no longer</p>	<p>AS</p> <p>GR</p>

	required for all students	
PSY 512	Seminar in Developmental Psychology	3
PSY 545	Introduction to Clinical Psychology	3
PSY 550	Introduction to Community Psychology	3
2.	<p><u>New requirements for each area:</u></p> <p>General Psychology (36 credits) Common core (12 credits) PSY 512 – Seminar in Developmental Psychology (3 credits) This will remain a requirement for the General Psych MA, but has been deleted as a required course for the Community and Health areas Directed electives (21 credits) The number of directed electives will change from 18 to 21</p> <p>Community Psychology (36 credits) Common core (12 credits) PSY 520 – Global Psychology (3 credits) This is a new course (already approved) and will be offered Fall 2015 PSY 550 – Introduction to Community Psychology (3credits) This will remain a required course for students in Community, but has been removed as a requirement for students in other areas PSY 551 – Prevention and Community-Based Research (3credits) title changed (already approved) PSY 553 – Program Development and Evaluation (3 credits) title changed (already approved) PSY 595 – Graduate Internship in Psychological Applications (3 credits) Directed electives (9 credits)</p> <p>Health Psychology (42 credits) Common core (12 credits) PSY 541 – Health Psychology (3 credits) PSY 542 – Psychology of Stress (3 credits) PSY 543 – Stress Management: Theory & Research (3 credits) PSY 547 – Clinical Health Psychology and Chronic Illness (3 credits) This is a new course (going through the approval process now) and is being offered Spring 2015 PSY 595 – Graduate Internship in Psychological Applications (3 credits) Directed electives (15 credits) We have removed the specific set of directed electives below and will allow students in consultation with their advisors to choose from a broader set of options. Furthermore, the number of electives increases from 6 to 15 credits.</p>	
PSY 458	Human Neuropsychology	3
PSY 526	Psychology of Learning	3

	<p>PSY 544 Biofeedback: Principles and Practices 3</p> <p>PSY 546 Psychotherapy and Health Care 3</p> <p>PSY 553 Program Development and Evaluation 3</p> <p>PSY 571 Psychology of Women's Health 3</p> <p>PSY 590 Advanced Topics in Psychology 3</p> <p>PSY 591 Advanced Independent Reading and Research in Psychology 1 to 3</p> <hr/> <p>Total Credit Hours: 6</p> <p>We have deleted the following 2 courses as required course from the Health area:</p> <p>PSY 530 Psychopathology 3</p> <p>PSY 551 Prevention and Community-Based Research 3</p>	
Special Ed		
52	<p>Program Revision: Post-Baccalaureate Program for Certification in Special Education</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Post-Baccalaureate-Teacher-Certification-Programs/Post-Baccalaureate-Program-for-Certification-in-Special-Education</p> <p>http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-22%2009:09:09</p> <ul style="list-style-type: none"> i. Replace ETDE 315 with SPED 502 to better address principles of learning for students with disabilities. ii. Replace RDG 503 with RDG 508 to address recent state-mandated teacher certification re: Special Education Teacher Certification (Foundations of Reading Test) 	<p>SEPS</p> <p>GR</p>
53	Course revision: SPED 501 Education of the Exceptional Learner	<p>SEPS</p> <p>GR</p>

	<p>Proposed Description: Examines growth and development of students with disabilities, including those identified as gifted and talented, and methods for assessing, planning for and working effectively with these students. Meets State of Connecticut requirement for teacher certification.</p> <p>Removed field experience placement requirement.</p>	
54	<p>Course revision: SPED 515 Assessment in Special Education</p> <p>proposed Prereqs: Admission to the Professional Program in Special Education, SPED 511, 512, 513</p> <p>added: Admission to the Professional Program in Special Education</p>	<p>SEPS</p> <p>GR</p>
55	<p>Course revision: SPED 516 Instructional Programming for Students with Exceptionalities</p> <p>Proposed Prereqs: Admission to the Professional Program in Special Education, SPED 502, 511, 512, 513</p> <p>added: Admission to the Professional Program in Special Education</p>	<p>SEPS</p> <p>GR</p>
56	<p>Course revision: SPED 517 Special Education Methods in Teaching Reading (K-12)</p> <p>Proposed Prereqs: Admission to the Professional Program in Special Education, RDG 508 or equivalent, SPED 515, 516</p> <p>added: Admission to the Professional Program in Special Education</p>	<p>SEPS</p> <p>GR</p>
57	<p>Course revision: SPED 518 Special Education Methods in Teaching Writing (K-12)</p> <p>Proposed Prereqs: Admission to the Professional Program in Special Education, RDG 508, SPED 515, 516</p> <p>added: Admission to the Professional Program in Special Education</p>	<p>SEPS</p> <p>GR</p>
58	<p>Course revision: SPED 519 Special Education Methods in Content Area Instruction (K-12)</p> <p>Proposed Prereqs: Admission to the Professional Program in Special Education, RDG 508 or equivalent, SPED 515, SPED 516, SPED 517, and SPED 518</p> <p>Added: Admission to the Professional Program in Special Education</p>	<p>SEPS</p> <p>GR</p>
59	<p>Course revision: SPED 578 The Juvenile Offender with Special Education Needs http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/All-Courses/SPED-Special-Education/500/SPED-578</p>	<p>SEPS</p> <p>GR</p>

	<p>Proposed Title: Choice Theory and Quality Schools</p> <p>Proposed Description: Choice Theory provides an intrinsic model of teaching and learning that is focused on teaching students in K-12 settings to increase their self-understanding and ability to evaluate their own choices and schoolwork for quality.</p> <p>Proposed Prereqs: Admission to any MS education program</p>	
CNSL - Counseling		
60	<p>Course addition: CNSL 572 Assessment, Treatment and Recovery in Counseling</p> <p>3 credits</p> <p>Proposed Prerequisites: CNSL 500 and CNSL 501</p> <p>Proposal Description: Examines the clinical assessment and treatment of clients in recovery from mental health issues, and the use of the DSM V. Mental health issues will be reviewed with emphasis on symptoms, implications for treatment and recovery.</p> <p>Cycling: Spring</p>	<p>SEPS</p> <p>GR</p>
61	<p>Program Revision: Counselor Education with Specialization in Professional Counseling M.S.</p> <p>http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Counselor-Education-with-Specialization-in-Professional-Counseling-M-S</p> <p>Change the names of the following tracks and specializations:</p> <ul style="list-style-type: none"> • Specialization in :” Professional Counseling “TO ”Clinical Professional Counseling” • Track in Mental Health Counseling TO Clinical Mental Health Counseling • Track in Rehabilitation Counseling TO Clinical Rehabilitation Counseling • Track in Drug and Alcohol Recovery Counseling TO Clinical Addictions Recovery Counseling 	<p>SEPS</p> <p>GR</p>
61.5	<p>Program Revision: What program?</p> <p>Currently our students in Mental Health Counseling can take either PSY 530 Psychopathology or MFT 556 Systemic Perspectives on Mental Disorders (3 credits).</p>	<p>SEPS</p> <p>GR</p>

	<p>Proposal: to replace these courses with a new course: Assessment, Treatment and Recovery in Counseling. The new course number will be CNSL 572.</p> <p>Academic Rationale: Clinical Mental Health Counseling students require this course for licensure and for accreditation of the program by CACREP.</p>	
Communication		
62	<p>Course revision: COMM 256 http://ctb01.its.ccsu.edu/curriculum/showsubmission.php?date=2014-10-22%2008:09:07</p> <p>Number change and credit change for COMM 256 (Professional Communication—3 credits) to COMM 356 (Professional Communication—4 credits): adding writing-intensive component.</p>	<p>AS</p> <p>GE</p>
63	<p>Course revision: COMM 344 http://ctb01.its.ccsu.edu/curriculum/showsubmission.php?date=2014-10-22%2009:51:46</p> <p>Number change and name change for COMM 344 (Models of Intercultural Communication) to COMM 216 (Introduction to Intercultural Communication).</p>	AS
64	<p>Course revision: COMM 334 http://ctb01.its.ccsu.edu/curriculum/showsubmission.php?date=2014-10-22%2009:19:42</p> <p>Credit change for COMM 334 (Public Relations Strategies and Techniques) from 3 to 4 credits. Lab-based and writing-intensive course.</p>	AS
65	<p>Course revision: COMM 453 http://ctb01.its.ccsu.edu/curriculum/showsubmission.php?date=2014-10-22%2011:56:59</p> <p>Credit change for COMM 453 (Organizational Communication) from 3 to 4 credits; Research-intensive class (Adding this language: “Three hours class lectures and additional one-on-one work to develop and refine a research project.”)</p>	AS
66	<p>Program Addition http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-21%2014:25:09</p> <p>B.A., STRATEGIC COMMUNICATION CURRICULUM 38 credits total, with 15 credits in core courses, 8 credits in required gateway courses from a specified emphasis area, and at least 15 other credits of directed electives.</p>	AS

	<p>CORE COURSES [all are 3 credits]: COMM 215 (Intro to Interpersonal Comm) [or] COMM 216 (Intro to Intercultural Comm) COMM 231 (Communication Technologies) COMM 234 (Intro to PR) COMM 253 (Intro to Org Comm) COMM 343 (Comm and Social Influence)</p> <p>AREAS OF EMPHASIS: (Students must take at least 5 courses in one of the 2 areas)</p> <p>PUBLIC RELATIONS/PROMOTIONS Designed for students interested in careers in promotions and public relations, this emphasis provides students with both the theoretical knowledge and the practical experience that is necessary to implement strategic communication campaigns and initiatives for organizations in the for-profit and not for profit sector. Students must take these two gateway courses: COMM 334 (PR Strategies & Techniques)(4 credits) COMM 410 (Public Opinion) [or] 434 (Campaign Development Methods) (both 4 credits). Students must also take at least 3 more courses from the following list: COMM 301 (Critical Thinking) COMM 332 (Web Publishing) COMM 345 (Writing for the Electronic Media) COMM 384 (Nonverbal Communication) COMM 406 (Case Studies in PR) COMM 436 (Streaming Media for Web Publishing) COMM 451 (Environmental Communication) COMM 454 (Communication and Social Change) COMM 490/492 (Internship) COMM 495 (Special Topics) COMM 496 (Field Studies in Comm)</p> <p>ORGANIZATIONAL COMMUNICATION This emphasis area offers students preparation for careers in employee communication, special events, and training and development in corporate and non-profit organizations and government agencies. Students must take these two gateway courses: COMM 356 (Professional Communication) COMM 453 (Organizational Communication) Students must also take at least three more courses from the following: COMM 301 (Critical Thinking) COMM 302 (Problem Solving and Decision Making) COMM 332 (Web Publishing) COMM 345 (Writing for the Electronic Media) COMM 353 (Interviewing Theory & Practice) COMM 384 (Nonverbal Communication)</p>	
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	<p>COMM 450 (Comm Skills for Training and Development) COMM 454 (Communication and Social Change) COMM 456 (Corporate Communication) COMM 490 (Internship) COMM 495 (Special Topics) COMM 496 (Field Studies in Comm)</p> <p>DIRECTED ELECTIVES: Additional credits (within the Communication Department) such that a student has at least 10 credits in 400-level classes and at least 19 credits in 300- and 400-level classes. Two courses [6-8 credits] from other departments can count as directed electives towards the major, upon advisor approval.</p> <p>OTHER NOTES: All students must also take COMM 140 (Public Speaking) to fulfill a Skill Area I requirement in General Education.</p>	
67	<p>Program Addition http://ctb01.its.ccsu.edu/curriculum/showprogramsubmission.php?date=2014-10-21%2014:06:06</p> <p>B.A. Media Studies (38 credits)</p> <p>The major in Media Studies offers a balanced curriculum that integrates theory and practice. Students learn theoretical and critical approaches to media content, systems, and institutions that cultivate skills in critical thinking, analysis, and writing. The major also prepares students to create their own media content including films, documentaries, and multimedia products through traditional and emerging technologies. The curriculum encourages students to cultivate an appreciation for aesthetics and artistry in media production and content.</p> <p>CCSU also has a major in Journalism with emphases in print/online and broadcast journalism. The BA in Journalism program prepares students for entry into journalism and related fields where information-gathering, writing, editing, and awareness of public affairs are important. Students choose one of two tracks, print/online or broadcast journalism, but all students receive training in multimedia reporting. Additional information on the Journalism major can be found at http://www.ccsu.edu/page.cfm?p=14926</p> <p>B.A., MEDIA STUDIES CURRICULUM 38 credits total, with 15 credits in core courses, 12 additional credits within a specified emphasis area, and at least 11 other credits of directed electives.</p> <p>CORE COURSES: COMM 230 (Intro. To Mass Media) COMM 231 (Communication Technologies) COMM 255 (Visual Communication) [or] 220 (Introduction to History of Film) COMM 227 (Introduction to TV Production) [or] 228 (Intro to Digital Film Production) COMM 336 (Media Literacy)</p>	AS

	<p>AREAS OF EMPHASIS: (Students must take at least 3 courses in one of these 3 areas)</p> <p>MEDIA ANALYSIS This emphasis area is designed for students who wish to focus primarily upon the critical, aesthetic and theoretical foundations of media and its institutions. Students should complete COMM 336 prior to taking any of these additional courses. COMM 301 (Critical Thinking) COMM 315 (Political Communication) COMM 319 (Filmic Narrative) COMM 338 (Analysis Of News) COMM 380 (Women & Film) COMM 382 (American Cinema) COMM 410 (Public Opinion) COMM 431 (Mass Media & Society) COMM 435 (Images of Gender in the Media) COMM 445 (Advertising & Society) COMM 455 (Global Visual Communication) COMM 485 (Topics in Media & Culture) COMM 490 (Internship) COMM 496 (Field Studies in Comm)</p> <p>MULTIMEDIA PRODUCTION & NEW TECHNOLOGIES While existing media traditions have conditioned us to train students into specialized in specific areas (e.g.: radio, film and television), the demands of the new technologies, audiences and industries, require us to train the total student: One who can communicate across multi-media platforms. This emphasis area aims to train students to reach, first of all, a theoretical understanding of how digital technologies have impacted all the communication contexts (interpersonal, professional, mass communication). Furthermore, they acquire the practical skills to apply those technologies in desktop-publishing, digital photography, Web-publishing, and multimedia production. This emphasis area attempts to transform our students into a total communicator who can reach audiences across media platforms Students should complete COMM 231 prior to taking any of these additional courses. COMM 329 (Screenwriting) COMM 332 (Web Publishing) COMM 345 (Writing for the Electronic Media) COMM 420 (Digital Photography for Convergent Media) COMM 436 (Streaming Media in Web Publishing) COMM 485 (Topics in Media & Culture) COMM 490 (Internship) COMM 496 (Field Studies in Comm)</p> <p>DIGITAL FILMMAKING & TELEVISION PRODUCTION This emphasis area focuses on independent film production and/or television production. Students enrolled in the film production sequence regularly conceive ideas, develop</p>	
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	<p>scripts and explore fictional /non-fictional characters through the production process. From originally scripted, short-filmmaking, to real-life film personal portraits, both graduates and current students of this program work in the entertainment industry, gain acceptance within film graduate programs, compete in festivals, produce media campaigns, commercials and most importantly, obtain the foundations to create compelling film-works for traditional and non-traditional distribution.</p> <p>Students enrolled in the television production sequence may get entry level positions in the areas of commercial television, cable, and video production houses. Television production is expanding rapidly as a professional field in Connecticut. You will also develop skills to work in the field of media production in public relations and organizational communication. After completing the four course series (COMM 227, 327, 427 and 487) you will be able to work in field as well as studio production in pre- and post-production, produce non-fiction projects and television-related content. Students should complete COMM 227 or COMM 228 prior to taking any of these additional courses</p> <p>COMM 327 (TV Production) COMM 328 (Digital Film Production I) COMM 329 (Screenwriting) COMM 345 (Writing for the Electronic Media) COMM 427 (Studio Production) COMM 428 (Digital Film Production II) COMM 487 (TV Documentary) COMM 488 (Film Documentary) COMM 490 (Internship) COMM 496 (Field Studies in Comm)</p> <p>DIRECTED ELECTIVES: Additional classes in any of the other emphasis areas (or within the Communication Department) such that a student has at least 9 credits in 400-level classes and at least 20 credits in 300- and 400-level classes. Two courses [6-8 credits] from other departments and programs (e.g., Journalism, Cinema Studies) can count as directed electives towards the major, upon advisor approval.</p> <p>All students must also take COMM 140 (Public Speaking) to fulfill a Skill Area I requirement in General Education.</p> <p>Overall, the major in media studies prepares students for advanced study in media and communication and for employment in a wide variety of fields, including public relations, film, television, politics and campaigns, and education. Graduates of this major understand the history and changing nature of media technologies and environments.</p>	
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