

TO: All Members University Curriculum Committee; Department Chairs
FROM: Mark Jackson, Chair, University Curriculum Committee
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SUBJ: Primary Agenda for 5th Round of Curriculum Meetings
DATE: February 2016

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:

SEPS Subcommittee	16-Feb	12:30 PM	Student Center, Camp 121
Business Subcommittee	17-Feb	12:30 PM	Vance 106
CLASS Subcommittee	17-Feb	3:15 PM	Vance 105
SEST Subcommittee	18-Feb	12:15 PM	NC 22412
Grad Curriculum Subcommittee	18-Feb	3:00 PM	Vance 106
Gen Ed Subcommittee	24-Feb	3:15 PM	Vance 105
Full Curriculum Committee	2-Mar	3:15 PM	Vance 105

Note: If you have submitted proposals you can always find their current state in the workflow by logging in at this link and clicking on the different "Workflow States":

https://ccsu.smartcatalogiq.com/?sc_itemid=9CD38323-C5FF-4E1E-BB8F-AF894166D83D

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SEPS Subcommittee Agenda for February, 2016

Meeting Date and Location

SEPS Subcommittee	16-Feb	12:30 PM	Student Center, Camp 121
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1. Approve minutes of previous meeting
2. Old Business

Change Course	<u>SW 100 - Exploration in Social Work</u>	SEPS	No representative at SEPS
2.1			

3. New Business

Item	Type	Name	Subcommittees	Action
3.1	New Course	<u>SOC 460 - Social Movements and Collective Action</u>	CLASS, SEPS	

End of subcommittee agenda

Business Subcommittee Agenda for February, 2016

Meeting Date and Location

Business Subcommittee	17-Feb	12:30 PM	Vance 106
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1. Approve minutes of previous meeting
2. Old Business (none)

3. New Business (none)

End of subcommittee agenda

CLASS Subcommittee Agenda for February, 2016

Meeting Date and Location

CLASS Subcommittee	17-Feb	3:15 PM	Vance 105
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1. Approve minutes of previous meeting
2. Old Business

2.1	New Course	<u>AFAM 250 - Topics in African American Studies</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.2	Change Course	<u>ART 113 - History of Art II</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.3	New Course	<u>ART 200 - Introduction to Global Art</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.4	New Course	<u>ART 211 - Greek and Roman Art</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.5	Change Course	<u>ART 265 - Exploratory Topics in Art</u>	CLASS	No rep at CLASS
2.6	Change Course	<u>ART 412 - Oriental Art</u>	CLASS	No rep at CLASS
2.7	Change Course	<u>ART 414 - American Art</u>	CLASS	No rep at CLASS
2.8	Change Course	<u>ART 420 - Issues in Contemporary American Art</u>	CLASS	No rep at CLASS
2.9	New Course	<u>PSY 594 - Internship in Student Disability Services</u>	CLASS, GRAD	Deferred to Grad, Postponed at Grad Studies

3. New Business

Item	Type	Name	Subcommittees	Action
3.1	Change Course	<u>ANTH 245 - Laboratory in Biological Anthropology</u>	CLASS	

	Change Course	<u>ANTH 374 - Field Research Methods</u>	CLASS	
3.2	Change Course	<u>ANTH 375 - Anthropological Data Analysis</u>	CLASS	
3.3	Change Course	<u>ANTH 401 City Life Culture</u>	CLASS, GE	
3.4	Change Course	<u>ANTH 418 - New England Prehistory</u>	CLASS, GE	
3.5	Change Course	<u>ANTH 161 - Introduction to Biological Anthropology Laboratory</u>	CLASS, GE	
3.6	New Course	<u>SOC 312 Class Power and Status</u>	CLASS	
3.7	New Course	<u>SOC 322 - Race and Ethnic Relations</u>	CLASS	
3.8	New Course	<u>SOC 323 - Why Unions Matter</u>	CLASS	
3.9	New Course	<u>SOC 333 - </u>	CLASS	
3.10	New Course	<u>SOC 340 - Aging in American Society</u>	CLASS	
3.11	New Course	<u>SOC 350 - Gay and Lesbian Communities</u>	CLASS	
3.12	New Course	<u>SOC 355 - The Culture and Politics of Food</u>	CLASS	
3.13	New Course	<u>SOC 366 Gas Food and Lodging How the Automobile Changed Society</u>	CLASS	
3.14	New Course			

3.15	New Course	<u>SOC 400 - Topics in Social Theory</u>	CLASS	
3.16	New Course	<u>SOC 422 Sociology of US Immigration</u>	CLASS	
3.17	New Course	<u>SOC 424 - Genocide and the Modern World</u>	CLASS, GE	
3.18	New Course	<u>SOC 427 - American Poverty and Social Welfare</u>	CLASS	
3.19	New Course	<u>SOC 428 - Globalization and Its Discontents</u>	CLASS, GE	
3.20	New Course	<u>SOC 429 Society Animals</u>	CLASS	
3.21	New Course	<u>SOC 430 Schools Education Society</u>	CLASS	
3.22	New Course	<u>SOC 440 - Death and Dying Sociological Implications</u>	CLASS	
3.23	New Course	<u>SOC 444 - Sport and Play in America</u>	CLASS	
3.24	New Course	<u>SOC 445 - Social Construction of Sexuality</u>	CLASS	
3.25	New Course	<u>SOC 452 Organizations Occupations and Work</u>	CLASS	
3.26	New Course	<u>SOC 455 Men Masculinity and Manhood</u>	CLASS	
3.27	New Course	<u>SOC 460 - Social Movements and Collective Action</u>	CLASS, SEPS	
3.28	New Course	<u>SOC 464 - Sociology of Emotions</u>	CLASS	
3.29	New Course	<u>SOC 465 - Art and Society</u>	CLASS	
3.30	New Course	<u>SOC 465 - Sociology of Religion</u>	CLASS	
3.31	New Course	<u>SOC 466 Sociology of Children Childhood</u>	CLASS	
3.32	New Course	<u>SOC 478 - Current Topics in Sociology</u>	CLASS	
3.33	New Course	<u>SOC 482 - The Social Experiences of HIVAIDS</u>	CLASS	

3.34	New Course	<u>SOC 484 - Sociology of Music</u>	CLASS	
3.35	New Course	<u>SOC 485 Ads Fads and Consumer Culture</u>	CLASS	
3.36	New Course	<u>SOC - Sociology of Revolutions</u>	CLASS, GE	
3.37	TAP	<u>Psychological Science Pathway</u>	CLASS, GE	

End of subcommittee agenda

SEST Subcommittee Agenda for February, 2016

Meeting Date and Location

SEST Subcommittee	18-Feb	12:15 PM	NC 22412
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1. Approve minutes of previous meeting
2. Old Business (none)

3. New Business

Item	Type	Name	Subcommittees	Action
3.1	TAP	Math Pathway	SEST, Gen Ed	

End of subcommittee agenda

Grad Subcommittee Agenda for February, 2016

Meeting Date and Location

Grad Curriculum Subcommittee	18-Feb	3:00 PM	Vance 106
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1. Approve minutes of previous meeting
2. Old Business

2.1	New Course	<u>PSY 594 - Internship in Student Disability Services</u>	CLASS, GRAD	<u>Postponed at Grad Studies</u>
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3. New Business

3.1	Change Course	<u>ANTH 401 City Life Culture</u>	CLASS, GE, GRAD	Gen Ed approved SA3, Asking to remove Grad Credit
3.2	Change Course	<u>ANTH 418 - New England Prehistory</u>	CLASS, GE, GRAD	Gen Ed approved SA3, asking to remove Grad Credit

End of subcommittee agenda

Gen Ed Subcommittee Agenda for February, 2016

Meeting Date and Location

Gen Ed Subcommittee	24-Feb	3:15 PM	Vance 105
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1. Approve minutes of previous meeting

2. Old Business

2.1	New Course	<u>AFAM 250 - Topics in African American Studies</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.2	Change Course	<u>ART 113 - History of Art II</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.3	New Course	<u>ART 200 - Introduction to Global Art</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed
2.4	New Course	<u>ART 211 - Greek and Roman Art</u>	CLASS, GE	No rep at CLASS No rep at Gen Ed

3. New Business

Item	Type	Name	Subcommittees	Action
3.1	TAP	<u>Math Pathway</u>	SEST, Gen Ed	

	TAP	<u>Psychological Science Pathway</u>	CLASS, GE	
3.2				
3.3	New Course	<u>ANTH 161 - Introduction to Biological Anthropology Laboratory</u>	CLASS, GE	
3.4	New Course	<u>SOC 323 - Why Unions Matter</u>	CLASS, GE	
3.5	New Course	<u>SOC 424 - Genocide and the Modern World</u>	CLASS, GE	
3.6	New Course	<u>SOC 428 - Globalization and Its Discontents</u>	CLASS, GE	
3.7	New Course	<u>SOC - Sociology of Revolutions</u>	CLASS, GE	

Gen Ed Mission Statement

Background: The Curriculum Committee asked the Gen Ed subcommittee to come up with a more "lofty" mission statement for Gen Ed.

NEASC language: "General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge" (i.e. "what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences")

Proposed version:

CCSU is proud to offer our students the same study of the liberal arts that has for centuries been the hallmark of excellence in higher education. As a foundational part of a university education, the general education program pushes students beyond the limits of their major to explore a broad range of courses from the humanities and sciences, in order to cultivate powers of aesthetic discernment, empathic understanding, scientific judgment, and rigorous analysis. Moreover, these courses seek to awaken the pleasures of wide-ranging intellectual exploration, cultivate a desire to engage with fellow human beings, and ignite an aspiration for life-long learning. The general education curriculum prepares our students, upon graduation, to become curious, compassionate, and active citizens of Connecticut and beyond.

Option 1: NEASC, Non-Lofty

General Education Mission Statement: To ensure that all CCSU undergraduates become educated people, and are prepared for the world in which they will live.

General Education Vision Statement: The general education requirement ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.

Option 2: NEASC, Lofty-A

General Education Mission Statement. Education is the most effective tool for changing the world: it helps people to reach their full potential in their individual personal lives and professional careers, in their lives as informed and

rational citizens, and also as contributing members of the global community. The mission of CCSU's general education program is to complement the student's major. Whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. In completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Finally, CCSU's general education is designed so that students will learn how distinct disciplines develop not in isolation from one another, but through cooperative interaction with one another.

Option 3: NEASC, Lofty-B

The mission of CCSU's general education program, is two-fold. First, whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. Thus the breadth of general education complements the depth of the student's major. Second, in completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Completing this broad academic approach to human knowledge, thought, and discovery allows students to put into context their academic courses but more importantly provides a foundation on which to build not only their intellectual lives but also their civic, social, and cultural lives beyond their undergraduate experience. As a regional, comprehensive, public university, CCSU is proud to offer to our students the same study of the liberal arts that has for centuries been the hallmark of excellence in higher education.

Option 4: NEASC/CCSU hybrid

General education provides students with the basic foundations for life-long learning as rational members of society, awakens the pleasures of intellectual exploration and elevates aesthetic sensibilities. This commitment to personal development depends on the acquisition and expansion of knowledge,

intellectual processes, and techniques. The mission of CCSU's general education program is to complement the student's major. Whereas the major ensures that a student is well educated in one specific discipline, the general education program ensures that all students are broadly educated with a balanced regard for what are traditionally referred to as the arts and humanities, the natural sciences including mathematics, and the social and behavioral sciences. In completing their general education, students take courses that provide instruction both in the current state of knowledge in these domains, and also in the current methodologies and best practices for advancing knowledge in these domains. Also, CCSU's general education is designed so that students will learn how distinct disciplines develop not in isolation from one another, but through cooperative interaction with one another.

Option 5: generic statement

General Education Mission Statement: to provide students a foundation of knowledge and skills necessary for becoming responsible citizens and lifelong learners. General education courses teach students how to think critically, how to reason and communicate effectively in the contexts of scientific, technological and quantitative analysis, and how to solve problems in a diverse global society.

Option 6: derived partly from CCSU's Vision Statement

In conjunction with the depth of knowledge students receive from their chosen major, a university education offers breadth of knowledge and skills to be broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens. In completing the general education portion of this undergraduate program, students will be able to: think critically and logically, as well as demonstrate information literacy; communicate effectively; use the skills necessary for quantitative and scientific reasoning and analysis; understand historical, natural, and social scientific phenomena; understand and appreciate aesthetic dimensions; understand and appreciate ethical dimensions.

Option 7: neoteric version

CCSU's innovative general education program is a departure from older ways of thinking about education in terms of separate disciplines that date back centuries, and which seek to expand knowledge only by going into ever greater detail within the boundaries of ossified academic borders. Our forward-thinking program aims to encourage a synergy between distinct disciplines, gathering information and skills from multiple areas in order to free inquiry from ancient boundaries, and to encourage students to find new ways to address both old and new problems.

Option 8: derived from current "Objectives"

General Education Mission Statement: 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. In completing CCSU's general education program students will develop an appreciation for, and enhanced understanding of, the arts and humanities. They will also develop global awareness, historical perspective, appreciation of social and cultural diversity in the world, scientific understanding of the natural and social worlds, information fluency and computer literacy, critical thinking and critical reading skills. The program will strengthen their writing and communication skills, as well as their quantitative skills. Completing the general education program will be a personally transformative process because it will foster in all students personal health and fitness through a wellness model, helping each student to develop and/or maintain a level of physical activity and nutrition that meets public health standards, construct and implement a fitness/wellness program to improve quality of life and longevity, apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being, and build a personal awareness of, and positive attitude towards, healthy living. The program will help students to recognize issues of social equity and social justice in the United States, and in particular 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. Finally, the general education program will develop and encourage the practice of civic responsibility, helping students to involve themselves in campus, local, or other communities, to take a public stance on a community issue (in either a classroom or public setting), and to understand and analyze public issues and public affairs from the perspective of the larger community.

Proposal from International Education Committee

[Proposed Requirements for I designation](#)

From October Gen Ed Subcommittee minutes:

Louise Williams spoke to a document prepared by the International Ed. Ct. proposing clear guidelines for courses to be designated with "I" credit. After some discussion, the committee voted to have the document posted as a Google doc for the committee to consider and possibly edit. Once the committee has agreed about the wording of the document, it will be widely circulated in all departments on campus for feedback ahead of a vote planned in the Spring.

Committee members were also made aware of a provision passed in 2008-9 that makes all study abroad courses count as "I" courses. The committee will also consider whether, if adopted, the guidelines for "I" courses would negate that earlier provision.

3.9

End of subcommittee agenda