

TO: Faculty Senate
FROM: Beth Merenstein, Chair, University Curriculum Committee
SUBJECT: Curriculum Committee Report
DATE: ~~2/6/20~~ 3/8/2020

The following items were approved at the University Curriculum Committee meeting of ~~February 5th, 2020~~ **March 4, 2020**

1) Announcements

- a. BMS BS program change: Removed 500 level courses from list of courses. Will add in statement: students with 90+ credits and a 3.0 gpa can take 500 level courses.
- b. Electrical Engineering BS change: removing a 3-credit directed elective requirement to bring the credit count in line with UConn's program of 125 credits

2) Minor changes:

- a. PE 305, change in title to include Dance Education; was Assessments in Physical and Health Education, now Assessments in Physical Education, Dance Education and Health Education

3) Consent Agenda:

Please note the following items can also be viewed under the system dashboard and the Faculty Senate Workflow State here: [Curriculum Dashboard](#)

Item	Type	Name
3.1	New Course	CRM 481 Sexual Assault Investigation - credits
3.2	New Course	CRM 483 Interview & Interrogation - credits
3.3	New Course	CRM 485 Financial Crime Investigation - credits
3.4	New Program	Detective Certificate program
3.5	New Course	LAS 420 Government and Politics of Latin America - credits
3.6	New Course	PHIL 375 Japanese Philosophy - credits
3.7	Change Program	Philosophy, B.A.
3.8	Change Program	Political Science, B.A.
3.9	Change Course	PS 231 U.S. Foreign Policy - credits
3.10	Change Course	PS 260 Public Administration - credits
3.11	Change Course	PS 370 Arab Uprisings - credits
3.12	Change	PS 420 Government and Politics of Latin America - credits

	Course	
3.13	Change Course	PS 445 Public Policy Analysis and Evaluation - credits
3.14	New Course	PSY 412 Diversity of Latino/a Psychology - credits
3.15	Change Program	Psychological Science, B.A.
3.16	Change Program	Religious Studies Minor
3.17	Change Course	SOC 433 Independent Studies in Sociology - credits

4) Pilot Course:

Pilot Course Form

Proposed Designator and Number: (Please circle the appropriate level) CEN 300

ID (Interdisciplinary) 100/200/300/400/500

Proposed Title: CEN 300: Global Community Engagement

Proposed Prerequisites: None

Proposed Description:

CEN 300 Global Community Engagement aims to help students understand the important concepts in community engagement beyond the local community and in the wider world. In this course we will examine the major organizations seeking to impact and develop communities globally, and consider the dynamics of that engagement on political, economic, and humanitarian levels. We will ask critical questions about our own role in global development and how we can responsibly engage in cultures different from our own. This is a service-learning course that engages with international residents of our own community, and includes a field trip to the United Nations Headquarters in New York City.

Proposed Credits: 3

Semesters for course to be offered: Fall 2020 and Spring 2021

Final semester for course to be offered:

Proposed General Education: Study Area 2 and International

Proposed Graduate Credit: NA

Academic Rationale:

Currently, the minor in Community and Civic Engagement has just two unique courses (CEN 200/201 and 402), and as the minor grows, the need for more courses to address important areas of community engagement has emerged. The AAC&U has embraced the Civic Learning Spiral (Musil, 2011) as a basis for its community engagement rubric, and that model calls for the incorporation of global as well as local engagement. This course addresses that aspect of civic

learning and gives students an opportunity to widen the scope of their community involvement. We would like to pilot this course as a way to both educate our students more comprehensively and make the minor program more robust.

General Education Rationale: This course deals with formal social structures (World Trade Organization, United Nations, International Monetary Fund, etc) and how their actions and policies impact global communities, which addresses the goals of Study Area 2 courses.

Demand Rationale:

The daily lives of our students are impacted by messages regarding how their choices affect not only their local community, but the international community as well – from whether they should buy Tom's shoes or Starbucks coffee to what they should major in or for which companies they should ethically work. Questions of how to really support developing communities are important ones to examine as this generation seeks to live responsibly in our world, and many students want to learn more about this topic. This course will be helpful for any student, but particularly helpful for those in the Community Engagement minor.

Date Approved by Department: [This course is housed under the Community Engagement minor, which is administered by the Curriculum Subcommittee of the Faculty Senate Community Engagement committee]

Any other departments affected:

Submitter Information (name/department/email): Laura Minor, CLASS; lauraminor@ccsu.edu

Respectfully submitted,

Beth F. Merenstein, Chair