

FACULTY SENATE REPORT

University Curriculum Committee meeting, April 7, 2010

This report will be taken up by the Faculty Senate at its April 12, 2010 meeting. (Unless otherwise noted, course additions/revisions/deletions will take effect in Spring 2011; program changes may take effect as early as Fall 2010.)

I. Minor Changes

A. Cycling changes (at request of Chair of Department of Manufacturing & Construction Management):

CM505	from Fall (O) to Spring (O)
CM515	from Spring (E) to Spring (O)
CM525	from Spring (E) to Fall (O)
CM545	from Fall to Fall (E)
CM565	from Spring (O) to Spring (E)
CM575	from Fall (E) to Fall (O)

B. Correction

In the October 12, 2009 Senate report (for the October 7, 2009 meeting of the University Curriculum Committee), the Program Revision for the Major in Philosophy, B.A., agenda item 6d, needs to be corrected as follows. Under Specializations, (f) Philosophy of Religion and Religious Studies, the course list should read as follows: REL 105 or 110, 256, 257, 361; PHIL 232, 250, 255, 376, and courses listed under the minor in Religious Studies. [In the original proposal, in the right-hand column the four PHIL courses were inadvertently listed as REL courses, and this clerical error was repeated on up the line. In reviewing the reports to enter changes in the Shadow Catalogs, I detected the error because no REL courses exist under those numbers except for REL 250 which was clearly not intended. I have already made the necessary changes in the 2011-13 Undergraduate (shadow / draft) Catalog.]

II. Unfinished Business

A. Proposed course and program changes

First Year Experience					Action taken /notes
1a	Course Addition	FYE	301	Peer Leadership Seminar	2 credits, Fall. Prerequisites: Permission of First Year Experience Faculty Director. Description: Required for all peer leaders working with First Year Experience classes. Provides peer leaders with skills required to help new students become proficient in using academic, support and other resources of the university. Includes

					<p>meetings and other experiences outside of scheduled class time. May be repeated for up to six credits.</p> <p>[Approved with stipulation that the faculty member will get one load credit but the students two. When all FYE sections are covered under the program, the maximum faculty load will be 3-4 credits.]</p>
Physical Education & Human Performance					
2a	Course Revision	EXS	218	Scientific Basis for Athletic Training	<p>[EDPS] (March 3 round) Approved with amendment of description to read: "Focus on concepts, theories, and techniques necessary for orthopedic clinical examination, diagnosis of athletic injuries, orthopedic screening and posture assessment. Basic understanding of mechanism and pathology of injury will be emphasized. Includes one one-hour laboratory." [Dean signature pending.]</p>
2b	Course Revision	EXS	413	Organization and Administration of Athletic Training	<p>[EDPS] (March 3 round) Approved as proposed. [Dean signature pending.]</p>
2c	Program Revision			Major in Athletic Training, B.S. (not certifiable for teaching)	<p>[EDPS] (March 3 round) Approved with amendments to program description. Change "Required General Education Courses: BIO 111 or BIO 121 or BMS 102 or BMS 111; CHEM 111 or CHEM 150 or CHEM 161/162; ENG 110, STAT 104, CS 115, PHYS 111, PSY 236, and COMM 140" to: "Related requirements: BIO 111 or BIO 121 or BMS</p>

					102 or BMS 111; CHEM 111 or CHEM 150 or CHEM 161/162; PHYS 111 (all with C- or better); also ENG 110, COMM 140, CS 115, PSY 236, STAT 104.” [Dean signature pending.]
Reading & Language Arts					
3a	Course Revision	RDG	675	Reading and Writing as Integrated Process	Change prerequisites to: RDG 589; admission to Sixth-Year Program in Reading and Language Arts or permission of department chair. Change description to: Integration of theories, practices, and techniques as related to the teaching of reading & writing in K-12 grades. Students, in conjunction with the instructor, will focus on teacher as writer and on developing young writers K-12. Students will integrate reading and writing instruction by designing lessons, models and assessments. Change cycling to Irregular.

III. New Business

A. Proposed course and program changes

Anthropology					Action taken / notes
4a	Course Addition	ANTH	429	Global India	3 credits, Spring (O). Description: Examination of Indian society and culture considering India's relationship with other world areas. Topics include colonialism, postcolonialism, globalization. Separate requirements for graduate and undergraduate students.

					I designation.
Biomolecular Sciences					
5a	Course Revision	BMS	599	Thesis	Change prerequisites to: Permission of thesis advisor; approval of thesis plan by departmental thesis committee; 3.00 overall GPA. Change credits to 3.
Communication					
6a	Course Addition	COMM	296	Global Studies in Communication	3 credits. Description: On-site group studies in Communication. This topics course normally involves travel outside the United States. I designation.
6b	Course Addition	COMM	410	Public Opinion	3 credits, Spring. Prerequisites: Junior or senior standing. Description: Dissects the social-psychological phenomenon of public opinion to understand its nature as well as to explore its social function. Goes in depth into the most important public opinion research methodologies. Cross-listed with JRN 410. No credit given to students who have received credit for JRN 410. Add to end of description for JRN 410: Cross-listed with COMM 410. No credit given to students who have received credit for COMM 410.
6c	Course Revision	COMM	451	Environmental Communication	Change description to: Knowledge, attitude, and behavior-change strategies related to environmental and natural resource conservation issues. Coercive, incentive based, and communication-based

					change strategies will be contrasted. Additional written work will be required for graduate students. Reconfirmed graduate credit.
6d	Course Addition	COMM	496	Field Studies in Communication	3 credits. Prerequisites: Junior or senior standing or permission of instructor. Description: On-site group studies in communication. This course normally involves travel outside the United States. May be repeated for a maximum of nine credits. I designation.
6e	Program Revision			Major in Communication, B.A.	Change program description to: Major in Communication, B.A. 39 credits in the department and related courses, including 9 credits of required courses within an emphasis area, 18 credits of departmental electives, and 12 credits of core requirements COMM 140 Public Speaking 3 COMM 230 Introduction to Mass Media 3 COMM 240 Survey of the Field of Communication 3 and COMM 301 Critical Thinking 3 or COMM 302 Problem-Solving and Decision Making 3 As part of their 39 credit major, students must take a total of 21 credits from

					<p>300/400-level courses, with a minimum of 9 credits from 400-level courses.</p> <p>Courses are grouped according to certain emphases within the broad field of communication, allowing the student the choice of an emphasis that is compatible with his or her aims and interests. These emphases are:</p> <ul style="list-style-type: none"> * Media Production and Performance (for students interested in non-journalistic careers in radio, television, or film); * Media studies (for students who want to gain a better understanding of the systems and institutions distributing mediated information in society); * Promotion/public relations (for students who wish to develop communication skills for commercial, as well as non-commercial, employment in publicity, promotions, sales and corporate communication, and community services); and * Organizational communication (for students interested in pursuing consulting or in serving as managers for private and public institutions). In addition to these educational and occupational opportunities, a student might choose to pursue directions which could
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					<p>lead to an advanced degree in communication.</p> <p>In addition to the 12 credit core, each track has the following selected requirements:</p> <p>Media Production and Performance Track</p> <p>Required courses (9 credits): COMM 405 Principles and Processes of Mass Communication 3 COMM 330 Basic Video Production 3 COMM 336 Media Literacy 3 or COMM 338 Analysis of News 3</p> <p>Directed Electives: 18 credits, of which at least 6 credits must be from a list of selected media production and performance courses.</p> <p>Media Studies Track</p> <p>Required courses (9 credits): COMM 405 Principles and Processes of Mass Communications 3 COMM 330 Basic Video Production 3 COMM 336 Media Literacy 3 or COMM 338 Analysis of News 3</p> <p>Directed Electives: 18 credits, of which at least 6 credits must be from a list of selected media studies courses.</p>
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					<p>Public Relations/ Promotions Track</p> <p>Required courses (9 credits): COMM 215 Introduction to Interpersonal Communication 3 COMM 234 Introduction to Public Relations 3 COMM 443 Communication and Social Influence 3</p> <p>Directed Electives: 18 credits, of which at least 6 credits must be from a list of selected public relations courses).</p> <p>Organizational Communication Track</p> <p>Required courses (9 credits): COMM 215 Introduction to Interpersonal Communication 3 COMM 253 Introduction to Organizational Communication 3 COMM 453. Organizational Communication 3</p> <p>Directed Electives: 18 credits, of which at least 6 credits must be from a list of selected organizational communication courses.</p> <p>Students should obtain a Curriculum Guide Sheet from the Department of Communication to determine the appropriate departmental electives for their emphasis area.</p> <p>The Department of</p>
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					<p>Communication maintains a policy for continuation in the major. Communication majors must complete COMM 140 and COMM 240 (with a C- or better) before they reach 60 credits. Majors must maintain an overall GPA of 2.00 or better to stay in the major.</p> <p>Curriculum Guide Sheets listing required and recommended courses for each emphasis are available in the department. A maximum of 6 credits in related courses from outside the department (also listed on Curriculum Guide Sheets) may be counted toward the major. The student may also request to use up to 6 credits of related coursework outside of the major that are not listed on the Curriculum Guide Sheets. In such cases, students should obtain permission from their advisor and department chair as well as complete a course substitution form. Furthermore, completion of a minor in a related field of study in another department at the University is required. Students should complete a Program Change form as soon as possible to declare their minor.</p>
Criminology & Criminal Justice					
7a	Course Revision	CJ	540	Assessing & Developing Performance in	<p>Change course number to CJ 573. Change title to: Managing Criminal Justice</p>

					Employees.
7b	Course Revision	CJ	575	Organizational Development and Evaluation of	Change title to: Developing Criminal Justice Organizations.
7c	Course Deletion	CRM	101	Foundations in Criminology	Delete course.
7d	Course Revision	CRM	300	Criminology	Change course number to CRM 260. Change prerequisites to: CRM 110.
7e	Course Revision	CRM	322	Research Methods in Criminal Justice	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7f	Course Revision	CRM	330	Domestic Violence	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7g	Course Revision	CRM	332	Criminal Law [no link available]	(November 2009 Senate report) Change course number to CRM 365. Change title to: Criminal Law and Legal Writing. Change description to: Sources of criminal law, limitations of criminal laws, the elements of criminal law, criminal law and the Constitution, criminal defense, and criminal offenses. Fundamental principles of legal writing including memoranda and briefs. (April 2010) Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7h	Course Deletion	CRM	335	Physical Evidence in Criminal Investigation	Delete course.
7i	Course Deletion	CRM	339	Juvenile Delinquency	Delete course.

7j	Course Revision	CRM	360	Victimology	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7k	Course Revision	CRM	361	Principles and Ethics in Criminal Justice	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7l	Course Revision	CRM	362	Crime and Capitalism	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7m	Course Revision	CRM	363	Constitutional Law and the Criminal Justice System	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7n	Course Revision	CRM	366	Extreme Offending	Change prerequisites to: CRM 230, CRM 231, CRM 238, and CRM 260 (all with grades of C- or higher).
7o	Course Addition	CRM	367	Criminal Justice Prevention and Policy Planning	3 credits, Irregular. Prerequisites: CRM 230, CRM 231, CRM 238 and CRM 260 (all with grades of C- or higher). Description: This course is designed to provide students with a broad analysis of both historic and contemporary crime control strategies implemented by the police, courts, legislators, and the correctional system. Studies indicating strengths and weaknesses of each strategy are examined. The course will offer suggestions as to where more research in this area might be best directed.
7p	Course Addition	CRM	368	Defendant Assessment in the Legal	3 credits, Irregular. Prerequisites: CRM 230, CRM 231, CRM 238, and

				System	CRM 260 (all with grades of C- or higher). Description: This course will focus on the various ways defendants are assessed and evaluated within the legal system (e.g., competence to stand trial, the insanity defense, juror evaluation, etc.). Emphasis will be placed on social science research across several disciplines (e.g., criminology, psychology, sociology, etc.) to achieve a better understanding of defendant assessment issues.
7q	Course Revision	CRM	401	Hate Crimes	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7r	Course Addition	CRM	403	Juvenile Offending: Origins and Interventions	3 credits, Irregular. Prerequisites: CRM 322 (with a grade of C- or higher). Description: This course will introduce students to the theory and research-based causes of juvenile offending and evidence-based intervention.
7s	Course Revision	CRM	411	Community Corrections	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7t	Course Revision	CRM	412	Crime Prevention	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7u	Course Revision	CRM	420	Current Issues in Criminal Justice Policy	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7v	Course Revision	CRM	433	Independent Study in Criminal Justice	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7w	Course Revision	CRM	435	Supervised Field Studies in Criminal Justice I	Change prerequisites to: CRM 322 (with grade of C-or higher), senior status and permission of internship coordinator.

7x	Course Revision	CRM	450	Drugs and Society	Change prerequisites to: CRM 322 (with a grade of C- or higher). Reconfirmed graduate credit.
7y	Course Revision	CRM	460	Sexual Predators	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7z	Course Revision	CRM	475	Controlling Anger and Aggression	Change prerequisites to: CRM 322 (with a grade of C- or higher). Reconfirmed graduate credit.
7aa	Course Revision	CRM	478	Current Topics in Criminal Justice	Change prerequisites to: CRM 322 (with a grade of C- or higher).
7bb	Program Deletion			Minor in Criminal Justice	[AS] Tabled. The department has requested that the item be resubmitted for consideration during the May 5 round.
7cc	Program Revision			Major in Criminology, B.A.	<p>Change program description to:</p> <p>Major in Criminology, B.A.</p> <p>CRM 110 Introduction to the Criminal Justice System 3</p> <p>CRM 230 Law Enforcement And Society 3</p> <p>CRM 231 Criminal Procedure and the Courts 3</p> <p>CRM 238 Corrections 3</p> <p>CRM 260 Criminology 3</p> <p>CRM 322 Research Methods in Criminal Justice 3</p> <p>and</p> <p>3 credits of a 200-level CRM elective; 9 credits of 300-level electives; 9 credits of 400-level CRM electives</p> <p>Related Requirements:</p> <p>PHIL 144 Moral Issues 3</p>

					(with a grade of C- or higher) and STAT 104 Elementary Statistics 3 (with a grade of C- or higher) or STAT 200 Business Statistics 3 (with a grade of C- or higher) or STAT 215 Statistics for Behavioral Sciences I 3 (with a grade of C- or higher) 39 credits.
Engineering					
8a	Course Revision	ET	240	Spreadsheet and Engineering Problem	Change course number to ENGR 240. Change title to: Spreadsheet and Engineering Problem Solving Tools. Change prerequisites to: ENGR 150 and MATH 116 or 119 or higher; or permission of instructor.
8b	Course Revision	ENGR	252	Engineering Mechanics II - Dynamics	Change prerequisites to: ENGR 251; ENGR 240 or CS 151.
8c	Course Addition	ENGR	290	Engineering Technical Writing and Presentation	3 credits. Prerequisites: ENG 110. Description: Investigate and practice the values, structures, and audience that provide the context for engineering documents, such as technical reports, executive summaries, abstracts, instructions and procedures, proposals, electronic communications, and presentations. Two hours lecture and two hours laboratory per week. Skill Area I.
8d	Course Revision	ME	216	Manufacturing Engineering	Change description to: Engineering fundamentals

				Processes	of manufacturing processes for metals, ceramics and plastics, including forming, forging, rolling, drawing, EDM, laser cutting, welding, casting, molding and machining operations, are developed through analytical class work and manufacturing laboratory experiments. Lecture two hours and laboratory three hours per week. Change cycling: delete Spring.
8e	Course Addition	ME	352	Modeling of Dynamic Systems	3 credits, Fall. Prerequisites: ENGR 252, MATH 355. Description: Mathematical modeling and analysis of dynamic systems including mechanical, electrical, and electromechanical. Use of complex algebra and Laplace transform techniques for solving and interpreting system behavior. Introduction to basic control systems and mechanical vibrations.
8f	Course Revision	ME	403	Mechanical Systems and Control	Change title to: Control of Dynamic Systems. Change prerequisites to: ME 352, MATH 222.
8g	Course Addition	ME	459	Energy Conversion Systems	3 credits, Irregular. Prerequisites: ME 354. Description: Design of energy producing systems utilizing combustible fuels and renewable sources; solar, wind, tidal, geothermal, fuel cells, nuclear. Study of energy demand and available resources and distribution in the world. Energy storage; distribution, conservation, and environmental impacts.

8h	Course Revision	ME	483	Aerodynamics	Change prerequisites to: MATH 222, ME 354.
8i	Course Addition	ME	485	Introduction to Combustion	3 credits, Irregular. Prerequisites: ME 354, MATH 222. Description: Thermodynamics of combustion, kinetic and transport phenomena, chemical equilibrium and reaction kinetics, chemical reactors. Structure, properties and gas dynamics of laminar and turbulent flames, diffusion flames. Ignition, quenching and flame stability. Combustion in propulsion and power generation systems.
8j	Course Revision	ME	486	Aerospace Structures and Materials	Change prerequisites to: MATH 222, MATH 226 and ENGR 257.
8k	Program Revision			B.S. in Mechanical Engineering	Change program description to: B.S. in Mechanical Engineering The Bachelor of Science in Mechanical Engineering is a program of study requiring 130-138 credits of undergraduate work including a two term senior project capstone requirement completed through oral and written reports. If desired, the candidate may also choose an appropriate sequence of elective courses for concentration in Manufacturing, or Aerospace. Required coursework can be grouped into four categories: General Education, Major Requirements, Electives

					<p>or Concentration Requirements, and Additional Requirements.</p> <p>I. General Education: (42-49 total credits) NOTE: Distribution requirements are similar to the existing Engineering Technology General Education requirements.</p> <p>Study Area I (L) (PHIL or FA) (L, PHIL or FA) 9 Study Area II (History) (Elective) 6 Study Area III (Elective) 3 Study Area IV (PHYS 125, PHYS 126) 8 Skill Area I (ENG 110, COMM 140) 6 Skill Area II (MATH 152, MATH 221) 8 Skill Area III 0-6 Skill Area IV (PE 144 or ENGR 150) 2-3</p> <p>II. Major Requirements (40-43 credits): ENGR 150, ENGR 251, ENGR 252, ENGR 257, ME 216, ME 258, ME 345, ME 352, ME 354, ME 367, ME 370, ME 403, ME 454, ME 497, ME 498</p> <p>III. Electives or Concentration Requirements (9 credits)</p> <p>General Electives: ME 458 or ME 459, ME Elective, Tech Elective</p> <p>Manufacturing: ME 360, ME 460, ME 466</p> <p>Aerospace: ME 480, ME 483, ME 486</p> <p>IV. Additional</p>
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					<p>Requirements (38 credits): CET 236, CHEM 161, CHEM 162, CHEM 163, CHEM 164, ENG 403, ENGR 240 or CS 151, ETM 260, ETM 356, ETM 467, MATH 222, MATH 226, MATH 355, and proof of 400 hours professional experience.</p> <p>130-138 credits.</p>
First Year Experience					
9a	Course Revision	FYS	101	First Year Seminar - Arts and Humanities	<p>Change prerequisites to: First-year, first-time status.</p> <p>Change cycling to Fall.</p> <p>Reconfirmed Study Area I.</p>
9b	Course Revision	FYS	102	First Year Seminar - Social Sciences	<p>Change prerequisites to: First-year, first-time status.</p> <p>Change cycling to Fall.</p> <p>Reconfirmed Study Area II.</p> <p>Make comparable changes to FYS 103, 104, 105, 106, with Study Area III, Study Area IV, Skill Area I, Skill Area II reconfirmed respectively.</p>
Late addition	Study / Skill Area decision	FYS	102	Feeding the Good Wolf: Education and a Sustainable Future	Study Area II.
Latino Studies					
10a	Course Addition	LTN	316	History of the American West to 1890	<p>3 credits, Fall.</p> <p>Description: Surveys the history of the American West and its people to 1890. Provides a general structure of the American West and its political, economic, and social history with emphasis on the interaction of diverse cultures including Native Americans, Hispanics and Asians as America</p>

					<p>expanded its borders. The course will compare popular conceptions of the historical American West to the region's realities, diversity, and complexity. Cross-listed with HIST 316. No credit may be received by students who have received credit for HIST 316.</p> <p>Add to end of description for HIST 316: Cross-listed with LTN 316. No credit may be received by students who have received credit for LTN 316.</p>
10b	Course Addition	LTN	317	History of the American West from 1890	<p>3 credits, Spring.</p> <p>Description: Surveys the history of the American West and its people from 1890 to the 21st century. Provides a general structure of the American West and its political, economic, and social history with emphasis on the interaction of diverse cultures including Native Americans, Hispanics, and Asians in areas known today as the Plains, Southwest, and Northwest. Material will also examine the West and its myths as central to American culture and popular culture. Cross-listed with HIST 317. No credit may be received by students who have received credit for HIST 317.</p> <p>Add to end of description for HIST 317: Cross-listed with LTN 317. No credit may be received by students who have received credit for LTN 317.</p>

10c	Course Addition	LTN	319	Race, Ethnicity, and Migration in the US	<p>3 credits, Fall.</p> <p>Description: A social and cultural history of the U.S. that explores race, ethnicity, and migration in the formation of American identities from the colonial period to the present.</p> <p>Cross-listed with HIST 319. No credit may be received by students who have received credit for HIST 319.</p> <p>Add to end of description for HIST 319: Cross-listed with LTN 319. No credit may be received by students who have received credit for LTN 319.</p>
10d	Course Addition	LTN	322	Race and Ethnic Relations	<p>3 credits, Irregular.</p> <p>Prerequisites: SOC 110, 212.</p> <p>Description: Examines selected racial and ethnic groups, their history, social and ethnic patterns, and position in the social structure in the United States. Cross-listed with SOC 322. No credit may be received by students who have received credit for SOC 322.</p> <p>Add to end of description for SOC 322: Cross-listed with LTN 322. No credit may be received by students who have received credit for LTN 322.</p>
10e	Course Addition	LTN	422	Sociology of Immigration	<p>3 credits, Irregular.</p> <p>Prerequisites: SOC 110.</p> <p>Description: Explores the sociological dynamics of coming to the U.S. and changing it. Includes such issues as undocumented immigration, the impact of immigration on the economy, and questions</p>

					<p>of assimilation. Cross-listed with SOC 422. No credit may be received by students who have received credit for SOC 422.</p> <p>Add to end of description for SOC 422: Cross-listed with LTN 422. No credit may be received by students who have received credit for LTN 422.</p>
Management Information Systems					
11a	Course Addition	MC	200	Polishing Work-Place Communication Skills	<p>1-3 credits, Winter and Summer sessions.</p> <p>Description: Polished communication in the work place is critical to career success. This course targets business-communications proficiency by building on extant knowledge, skill, and ability.</p>
11b	Course Addition	MIS	200	Business Problem Solving using Software	<p>1-3 credits, Winter and Summer sessions.</p> <p>Description: Using designated software package(s) to solve problems and facilitate business decision making.</p>
Modern Languages					
12a	Course Addition	ML	595	Special Project in Modern Languages	<p>3 credits, On Demand.</p> <p>Prerequisites: Completion of 18 credits of approved graduate studies program, approval of advisor, and 3.00 overall GPA.</p> <p>Description: Preparation of Special Project in Modern Languages under the supervision of a faculty member.</p>
12b	Program Revision			MASTER OF ARTS IN MODERN	Change program description to:

				<u>LANGUAGE</u>	<p>MASTER OF ARTS IN MODERN LANGUAGE</p> <p>Program Rationale:</p> <p>The Master of Arts in Modern Language is designed for students wishing to pursue language, culture, and literature work at the graduate level.</p> <p>Program Learning Outcomes:</p> <p>Students in this program are expected to demonstrate:</p> <ul style="list-style-type: none"> • an understanding of different literary approaches and research; • an ability to analyze major works of literature in the language in which graduate work will be undertaken; • knowledge of topics related to the cultures of the language in which graduate work is undertaken; and • competence in the grammar and knowledge of the structure of each language in which graduate work is undertaken. <p>Admissions:</p> <p>Applicants for this degree program should have a baccalaureate degree with a minimum of 24 credits in preparation in each</p>
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					<p>language in which graduate work will be undertaken. Only Italian or Spanish may be chosen as the language of specialization. With approval of the advisor, candidates with sufficient backgrounds in a second language may be permitted to include up to two appropriate graduate courses in this language in their programs.</p> <p>The department's Graduate Studies Committee reserves the right to assess a candidate's oral and writing proficiency through an oral interview or written sample.</p> <p>Course and Capstone Requirements:</p> <p>Note: No more than nine credits at the 400 level may be counted toward the graduate planned program of study.</p> <p>The MA program offers a selection of four specializations:</p> <p>1. Specialization in Spanish: 30 credits (Plan A or Plan B)</p> <p>Core (6 credits): SPAN 560 Structure of Spanish Language 3 ML 598 Research in Modern Languages 3</p> <p>Directed Electives (15 credits): Literature: Choose 12 credits from SPAN 515,</p>
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					<p>520, 525, 526, 530, 535, 545, 551, 553, 571, 572, 576</p> <p>Culture and Civilization: SPAN 534 or 588, or ML 550</p> <p>Electives (6-9 credits): Selected in consultation with advisor</p> <p>Capstone (0-3 credits): SPAN 599 (Plan A) or Comprehensive Examination (Plan B)</p> <p>2. Specialization in Italian: 30 credits (Plan A or Plan B)</p> <p>Core (6 credits): ML 598 Research in Modern Languages ITAL 460 Advanced Written Italian</p> <p>Directed Electives (15 credits). Select Option 1 or Option 2:</p> <p>Option 1 Four literature courses as approved by advisor. Select from: ITAL 470 14th-Century Italian Literature ITAL 476 16th-Century Italian Literature ITAL 561 Topics in Italian Literature (may be repeated up to 3 times with different topics) ITAL 571 20th-Century Italian Literature and one culture and civilization course: ITAL 588 Topics in Italian Cultural Studies (may be repeated up to 3 times with different topics)</p>
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					<p>Option 2 ML 550 Intensive Studies in Modern Languages (6 or 9 credits) (may be repeated up to 3 times with different topics) and 6 or 9 credits selected from Option 1</p> <p>Electives (6-9 credits): Courses as approved by advisor, including but not restricted to: ITAL 588, ITAL 488, ITAL 561, ITAL 588, IS 590, IS 596</p> <p>Capstone (0-3 credits): Plan A (3 credits): Thesis (ITAL 599) or Plan B: Comprehensive Examination</p> <p>3. Specialization in Hispano-North American Inter-University Master's Degree in Spanish Language and Hispanic Cultures: 30 credits (Plan A or B)</p> <p>Students must complete nine credits of their planned programs of study at the University of Salamanca during a six-week summer session.</p> <p>Core (6 credits): SPAN 560 Structure of Spanish Language 3 ML 598 Research in Modern Languages 3</p> <p>Directed Electives (15 credits): Literature: Choose 12 credits from SPAN 515, 520, 525, 526, 530, 535, 545, 551, 553 571, 572,</p>
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					<p>576</p> <p>Culture and Civilization: Choose 3 credits from SPAN 534, 588, ML 550</p> <p>Electives (6-9 credits): Selected in consultation with advisor.</p> <p>Capstone (0-3 credits): SPAN 599 (Plan A) or Comprehensive Examination (Plan B).</p> <p>Note: Nine credits will be transferred as substitutes from the University of Salamanca as electives.</p> <p>4. Specialization in Italian or Spanish for Certified Teachers.</p> <p>Rationale: This specialization is designed for Italian or Spanish teachers wishing to pursue further coursework in language, culture, and literature as well as in foreign language theory and methodology at the graduate level. Students who are teachers will develop, with their advisors, programs of study that take into consideration their educational background and degree of competency in the language.</p> <p>Program Learning Outcomes: In addition to the above mentioned learning outcomes, students in this specialization also are expected to demonstrate</p>
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					<p>knowledge of major educational issues.</p> <p>Admissions: In addition to our general graduate admission criteria, students interested in this specialization for Certified Teachers must be certified, and have a baccalaureate degree, with at least 24 credits of the language in college or equivalent preparation, before being admitted to this program.</p> <p>Courses and Capstone Requirements: 30 credits (Plan C):</p> <p>Professional Education (6-9 credits): ML 490: Teaching World Languages II: Acquisition in Young Children for Teachers of World Languages (3 credits) ML 492: Topics in Language Teaching (3 credits) Additional course as approved by advisor.</p> <p>Core (6 credits): ITAL 560, Advanced Written Italian or SPAN 560, Structure of Spanish Language (3 credits) ML 598, Research in Modern Languages (must be completed within the first fifteen credits of planned program (3 credits)</p> <p>Directed Electives (9 credits): One culture/civilization course and two literature</p>
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					<p>courses.</p> <p>Electives (3-6 credits): As approved by advisor.</p> <p>Capstone (3 credits): ML 595 (Plan C)</p> <p>30 credits.</p>
12c	Program Deletion			Master of Science in Spanish for Certified Teachers [no link]	Delete program.
Political Science					
13a	Course Addition	PS	470	National Intern Experience	<p>12 credits.</p> <p>Prerequisites: Junior, senior, or graduate status; minimum 3.00 grade point average. For undergraduate students, special exception may be granted by the internship advisor in consultation with the department chair.</p> <p>Description: Government or political intern experience in Washington, D.C., or other national settings, typically through a program such as the Washington Center.</p> <p>Cannot be used to satisfy the requirements for a political science major if the student has completed PS 480 or PS 482. No more than 6 credits of PS 470 may be applied toward a political science major. By application. Approved for graduate credit.</p>
13b	Course Revision	PS	480	Government Intern Experience	<p>Change title to: State Internship Experience.</p> <p>Change prerequisites to: Junior, senior status with</p>

					<p>a minimum 2.50 grade point average unless special exception is granted by the internship coordinator in consultation with the department chair. Also open to graduate students with a minimum 3.00 grade point average. Change description to: Must be taken concurrently with PS 485. Students who apply and are admitted to this program are assigned to work in state and local government departments and agencies for a minimum of two days a week. Not open to students who have completed PS 482. Cannot be used to satisfy the requirements for a political science major if the student has completed PS 470. By application. Change cycling to Spring. Reconfirmed graduate credit.</p>
13c	Course Deletion	PS	481	Intern Seminars and Research	Delete course.
13d	Course Revision	PS	482	Government Intern Experience	<p>Change title to: State Internship Experience. Change prerequisites to: Junior, senior, or graduate status; minimum 3.00 grade point average. For undergraduate students, special exception may be granted by the internship advisor in consultation with the department chair. Change description to: Must be taken concurrently with PS 485. Students who apply and are admitted to this internship are assigned to work on a full-time basis, five days per week. Not</p>

					open to students who have completed PS 480. Cannot be used to satisfy the requirements for a political science major if the student has completed PS 470. No more than 5 credits of PS 482 may be applied toward a political science major. By application. Change credits to 9. Change cycling to Spring. Reconfirmed graduate credit.
13e	Course Deletion	PS	483	Intern Seminars and Research	Delete course.
13f	Course Addition	PS	485	State Internship Seminar	3 credits, Spring. Prerequisites: Students must be enrolled in a department approved internship. Concurrent enrollment in either PS 480 or PS 482 is required. Description: Structure, behavior, and operation of government institutions, agencies, and external organizations with an emphasis on applying theoretical knowledge to practical political experiences. Approved for graduate credit.
Social Work					
14a	Course Revision	SW	100	Exploration in Social Work	Change description to: For students with a strong desire to help people and facilitate social change to determine if they wish to pursue a career in social work. Students will be introduced to the full range of client and practice settings in the global context. Limited to students with 45 credits or less or permission of the instructor.

					Reconfirmed Study Area III.
Sociology					
15a	Course Addition	SOC	423	Introduction to Labor Studies	3 credits, Irregular. Approved with title change to: Labor Studies and Workers' Rights. Prerequisites: SOC 110 and 3 additional credits in Sociology. Description: Examines the role of labor unions in American society, highlighting their impact on social integration, political participation, and economic equality. Analyzes neoliberal economic and political transformation on labor relations, union operation, and union membership, as well as contemporary labor issues and debates.
15b	Course Addition	SOC	424	Genocide and the Modern World	3 credits, Irregular. Prerequisites: SOC 110 and 3 additional credits in Sociology. Description: Genocide, mass murder, and ethnic cleansing have been a defining feature of the 20th century. Explores the causes and varieties of genocide, as well as the responses of the international community. I designation.
15c	Course Addition	SOC	494	Sociological Field Studies Abroad	3 credits, Irregular. Description: Classroom and study abroad exploring sociological topics from any world region. Involves travel outside the United States. May be taken under different topics for up to 9 credits. I designation.
Special					

Education					
16a	Course Addition	SPED	502	Principles of Learning	[EDPS] Approved with title change to “Principles of Learning for Special Education” and amendment of description to read: “Examination of teaching and learning principles. Emphasizes the use of theories, research findings, and practices applicable to K-12 students with exceptionalities; learning communities; and learner’s developmental levels. Field experience required.” [GS] Tabled.
16b	Program Revision			Post-Baccalaureate Program for Certification in Special Education [no link]	[EDPS] Approved with program description changed to reflect amendment of title for SPED 502 to “Principles of Learning for Special Education” and include proviso that students may substitute EDTE 315 Principles of Learning (because SPED 502 will only be offered Summer or Winter): “SPED 502 Principles of Learning for Special Education or EDTE 315 Principles of Learning” [GS] Tabled.
Teacher Education					
17a	Course Addition	EDF	526	Philosophy of Education	3 credits, Irregular. Description: Provides advanced-level students in education, and especially in the Educational Studies MS program, with an in-depth introduction to philosophy of education as an academic discipline. Focus both historical and

					contemporary.
17b	Program Revision			<u>MASTER OF SCIENCE IN EDUCATIONAL FOUNDATIONS/ POLICY AND SECONDARY EDUCATION STRANDS</u>	<p>Change program title and description to:</p> <p>MASTER OF SCIENCE IN EDUCATIONAL STUDIES. Strand I: Educational Studies with Discipline Specific Specialization. Strand II: Secondary Education</p> <p>Program Rationale: This program is designed to offer educators working in the field of education the opportunity to pursue graduate studies in Educational Studies. There are two strands of study. Strand I: Educational Studies with Discipline Specific Specialization. Strand II: Secondary Education. Strand I, Educational Studies with Discipline Specific Specialization, is designed to increase student knowledge of contemporary education issues, theories, and politics. Strand II, Secondary Education, is designed to increase knowledge and skills related to curriculum and instruction in secondary schools.</p> <p>The capstone for Strand I, Educational Studies with Discipline Specific Specialization entails the following. Students may choose between two possible capstone experiences: writing a thesis, or completing a Comprehensive Examination. Students</p>

					<p>who select the thesis also take ED 599 (3 credits). Those who choose the Comprehensive Examination take one additional 500-level EDF course (3 credits).</p> <p>The capstone for Strand II, Secondary Education is comprised of a capstone block in which the student earns 3 credits for EDSC 586. The capstone prerequisite is completion of all Block 1 courses and at least 12 credits in Blocks 2 and 3.</p> <p>Program Learning Outcomes for Educational Studies with Discipline Specific Specialization: Students will:</p> <ul style="list-style-type: none"> • use social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices; • demonstrate growth in professional self-knowledge by engaging in reflective inquiry; • demonstrate research skills through the collection and interpretation of literature-based studies; and • demonstrate knowledge of how issues of diversity impact schools. <p>Program Learning Outcomes Strand II: Students are expected to:</p> <ul style="list-style-type: none"> • use social, cultural,
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					<p>political, and historical perspectives to critically analyze and assess policy and school practices;</p> <ul style="list-style-type: none"> • extend knowledge and understanding of the subjects that they teach, the theories, curriculum and instruction, models and procedures for assessment of learning, and environments for diverse learners; • demonstrate growth in professional self-knowledge through engaging in reflective inquiry; • demonstrate research skills through the collection and interpretation of literature-based studies; and • demonstrate knowledge of educational programs that promote learning for a diverse student body. <p>Course and Capstone Requirements for Educational Studies with Discipline Specific Specialization: 30 credits total</p> <ul style="list-style-type: none"> • 15 credits chosen from core EDF courses • 9 credits of Specialization Area courses • 3 credits EDTE 598 • 3 credits ED 599 or EDF 500-level course (depending on
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					<p>Capstone choice).</p> <p>Core courses include: EDF 500 Contemporary Educational Issues EDF 516 School and Society EDF 524 Foundations of Contemporary Theories of Curriculum EDF 525 History of American Education EDF 526 Philosophy of Education EDF 528 Comparative and International Education EDF 535 Special Topics in Educational Foundations EDF 538 The Politics of Education EDF 583 Sociological Foundations of Education</p> <p>Capstone for Strand I, Educational Studies with Discipline Specific Specialization: Students may choose between two possible capstone experiences: writing a thesis, or completing a Comprehensive Examination. Students who select the thesis also take ED 599 (3 credits). Those who choose the Comprehensive Examination take one additional 500-level EDF course (3 credits). Plan A: Thesis and Satisfactory Completion of ED 599 Plan B: Comprehensive Examination and one additional 500-level EDF course</p>
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					<p>Strand II: Secondary Curriculum, Foundational and Instructional Issues: 30 credits</p> <p>Introductory Block 1 (9 credits): EDTE 502 Focus on Diversity in Education EDF 516 School and Society ED 598 Research in Education</p> <p>Curriculum and Instruction Block 2 (9 credits): EDSC 505 Innovations in Secondary Education EDSC 556 Instructional Theory and Practice EDF 524 Foundations of Contemporary Theories of Curriculum</p> <p>Specialization Block 3 (9 credits): Choose from the following options: a) Foundations: EDF 583, EDF 528, EDF 525, EDF 538, EDF 500 b) Subject areas: Choose 3 courses in the subject area in which certified or in literacy.</p> <p>Capstone Block (3 credits): EDSC 586 (all students are Plan E). Capstone prerequisite is completion of all Block 1 courses and at least 12 credits in Blocks 2 and 3.</p> <p>Program Sequence: Students are encouraged to complete the Introductory Block 1</p>
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					<p>before taking courses in the Curriculum and Instruction and Specialization Blocks 2 and 3. Courses in the Curriculum and Instruction and Specialization Blocks may be taken concurrently with courses from the Introductory Block with permission of advisor.</p> <p>Note: No more than 9 credits at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study.</p> <p>30 credits.</p>
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(New Business cont.; late adds to agenda)

B. The Department of Teacher Education requests to suspend admissions to the pre-BSED programs for elementary education with the following dual subject matter majors:

- * English/Geography
- * Math/Biology
- * Math/Earth Science
- * History/English (Linguistics)
- * History/English (Writing)

effective Fall 2010 due to changes in State Department of Education regulations for teacher certification programs.

C. Clarification of Procedure to Apply for [d] Designation

[Addendum to legislation passed by Faculty Senate October 12, 2009]

A faculty member wishing to add [d] designation to his or her own particular section of a course submits a Course Revision form online. The faculty member checks a box indicating that he or she is applying for the designation, in the manner of applying for [I] designation. He or she indicates the name of the instructor and the start date (semester/year), necessarily a minimum of one year after the semester of application. (1)

Once the faculty member has been approved for [d] designation for his or her particular section of the course, he or she has it thereafter, but can teach a section of it without the designation.

(2)

The form will indicate **three options**, represented by three check boxes.

1. The faculty member checks a box indicating that he or she took the two-day workshop. This necessarily includes the second half of the second day in which the faculty member consulted with workshop leaders and other participants to restructure the course to make it appropriate for [d] designation. (3)

- the faculty member is exempt from seeking approval from the Faculty Senate Diversity Committee and applies directly to the University Curriculum Committee for final approval.
- the applicant attaches, to the hard copy of the submission, a copy of the syllabus showing how he or she has restructured the course to make it appropriate for [d] designation.
- the applicant gets signatures from his or her own department chair (4), and from the workshop leader or chair of the Faculty Senate Diversity Committee certifying that the applicant completed the two-day training.
- the University Curriculum Committee chair submits the application for approval to the appropriate school subcommittee and to the General Education Subcommittee. (5)
- these committees consider the suitability of the course strictly according to the general guidelines for, and description of, such courses in the original legislation. The following is a compilation of all such language from the legislation.

Courses bearing the [d] designation should pursue the following objective and outcome mandated by the December 2008 revision of the General Education program list of outcomes and objectives; that is, they should assist students to recognize issues of social equity and social justice in the United States, with relevant outcomes including the ability 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.

A [d] designated section will address the culture of equity and social justice within the United States through course content, pedagogy, and classroom climate, and it will examine and explore bias and discrimination within the United States based on a variety of individual and group factors. It will not simply input one or two lessons on "other cultures" into the curriculum to satisfy the [d] designation requirement.

- From this point on, the application follows the usual curriculum approval process on up the line.

If the same applicant seeks [d] designation for a *different* course than the one for which he or she took the two-day workshop originally, the applicant may attend only the second half of the second day of any other workshop in order to consult with workshop directors and/or other participants as to how to modify the course for suitability for the designation. (6)

- the workshop director or chair of the Faculty Senate Diversity Committee signs the form indicating completion of the workshop and the applicant is exempt from the requirement to apply to the Faculty Senate Diversity Committee for approval.
- the applicant pursues the usual curriculum approval process through the University Curriculum Committee.
- the applicant, however, may instead pursue option 3. (7)

2. The applicant checks a box indicating that he or she attended the first day of the workshop (8). The applicant clicks a link on the course revision (or addition) form which takes

him or her directly to the criteria and application form on the Faculty Senate Diversity Committee website. (9)

- the applicant completes the application form and submits it, either electronically or via hard copy depending on how the FSDC sets up the application process, to the chair of the Faculty Senate Diversity Committee.
- the FSDC submits a recommendation for approval or disapproval of the course (section / instructor) to the chair of the University Curriculum Committee.
- the applicant submits a hard copy of the standard curriculum Course Revision (Addition) proposal to the chair of the University Curriculum Committee
- the applicant appends a syllabus, plus any documentation generated by the FSDC's consideration of the application.
- the applicant procures signatures of his or her department chair, and the chair of the FSDC (or its curriculum approval subcommittee) with the latter's signification of approval or disapproval.
- the University Curriculum Committee chair refers the application to the appropriate school subcommittee and to the General Education Subcommittee for consideration on up the line.

3. The applicant submits a course revision form without having taken either the one- or two-day workshop. He or she clicks the link directing the applicant to the FDSC's criteria and application form and completes the application. The applicant is enjoined to pay close attention to the criteria posted on the FDSC's website. Thereafter everything is the same as in option 2.

Until the online course revision (addition) form is revised to accommodate application for [d] designation, applicants may use the Rationale dialog box to indicate that they are applying for the designation, to state the semester and year it is to commence, and to indicate which of the three options they are pursuing.

(1) The one-year waiting period is standard for all course revisions.

(2) This is in keeping with standard curriculum approval procedures, insofar as once approval has been obtained for a course addition or revision, that approval is assumed to be in force thereafter.

(3) It is understood that this is a *collaborative* enterprise, not an attempt to enforce strict compliance with rigid criteria.

(4) The Deans have waived their right of review in cases of applications for [d] designation.

(5) In deliberations in the University Curriculum Committee, the stipulation was made that the application should be considered by the appropriate school subcommittee as well as the General Education Subcommittee. This is what was intended by the somewhat murky reference in the legislation to the FSDC submitting a list of sections requesting [d] designation to the "appropriate curriculum subcommittees." For example, a faculty member seeking [d] designation for ENG 210: Survey of American Literature: Pre-Civil War would have his or her application deliberated in the Arts & Sciences Subcommittee as well as in the General Education Subcommittee.

(6) At the discretion of the workshop leaders, the applicant may arrange a separate consultation with them in lieu of attendance.

(7) There would be little purpose in following option 2 since it would involve mere repetition of the first day of the workshop.

(8) But not the second day; this is evidently what was intended in the legislation by reference to participation in a half-day workshop, since the applicant did not attend the second day in which his or her course would specifically be examined for ideas as to how to adapt it to make it suitable for the designation.

(9) The FSDC's criteria must be in compliance with those established by the original legislation (summarized above).

Links to shadow catalogs for reference purposes:

2011-13 Undergraduate Catalog: <http://www.ccsu.edu/page.cfm?p=3772>

2010-12 Graduate Catalog: <http://www.ccsu.edu/page.cfm?p=4378>