Central Connecticut State University
UNIVERSITY SENATE ACTION

Senate Motion Number FS 20.21.016B

TO: President Zulma Toro

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **Curriculum Committee Report, February 2021**, is presented to you for your consideration.

2. This motion was adopted by the University Senate on **02/22/2021**.

3. After considering this motion, please indicate your action on this form, and return it together with the original copy to the President of the University Senate.

4. Under the By-Laws of the University Senate, Section 3.7, the following schedule of action is to be observed.

    a) By **03/18/2021**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).

    b) By **04/01/2021**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

03/18/2021
Date

Frederic Latour
Frederic Latour, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Zulma Toro

1. Motion Approved :_____

2. Motion Disapproved:_____(Explanatory statement must be appended).

3. Action "is deferred":_____

4. Resolution Noted:_____

5. Other:___✓ see attached_____

5/26/2021
Date

President Zulma Toro

FS 20.21.106B
- Item 1—Bachelor of General Studies-Approved
- Item 2—Equity, Justice, & Inclusion Proposal-Approved
- Item 3—Consent Agenda. All Approved with the exception of (a) B.S. Industrial Engineering, (b) M.S. Computer Information Technology, (c) M.S. Elementary Education, (d) B.A. Mathematics, and (e) M. S. Software Engineering.

  (a) B.S. Industrial Engineering—Needs to be considered by UPBC and approved by IPC.

  (b) M.S. Computer Information Technology—This program is presented on three consecutive lines. Why three different programs are being recommended for approval by the Faculty Senate—each carrying the same name—is not clear. Much is the same among the three; however, differences are present.

  - *Top Proposal of Three*—The proposal referenced on the top line of the three differs from the other two in the following ways. The top proposal indicates it is version 13, dated 3-10-21 versus the middle and bottom proposals both indicating each is version 11 dated 3-10-21. For the specialization in Computer Science, the top version does not propose adding CS 507 as one of the electives as is proposed in the middle proposal. For the specialization in Networking and Telecommunications Technology, the top proposal adds CET 407, CET 507, CET 568, and CET 589 to the electives, though neither the middle nor the bottom proposal added these two courses. Toward the end of the proposal, the department is identified as Computer Electronics and Graphics Technology, while the middle and bottom proposals each identify Computer Science. The date approved by the department for the top proposal is 1-18-21. No date is identified in the middle proposal. The bottom proposal lists 12-9-20. "Departments to be Notified" in the top proposal lists Computer Science. The middle proposal is blank, and the bottom proposal identifies Computer Electronics & Graphics Technology.

  - *Middle Proposal of Three*-- The middle proposal differs from the other two in the following ways. The middle proposal indicates it is version 11, dated 3-10-21, which is the same version and date identified for the bottom proposal. The top proposal lists version 13 but with the same data, 3-10-21. For the specialization in Computer Science, the middle proposal adds to its electives CS 507 and CS 540. Neither of the two courses are added to the list in the top proposal. Only CS 540 is added to the list in the bottom proposal. The middle proposal identifies Computer Science as the department as does the bottom proposal. The top proposal identifies Computer Electronics & Graphics Technology as the department. For the middle proposal, no date appears for the line "Date approved by department." The top proposal lists 1-28-21; the bottom proposal lists 12-9-20. The middle proposal lists nothing regarding departments to be notified. The top proposal lists Computer Science. The bottom proposal lists Computer Electronics & Graphics Technology.

  - *Bottom Proposal of Three*—The bottom proposal differs from the other two in the following ways. The bottom proposal indicates it is version 11, dated 3-10-21, which is the same version and date identified for the middle proposal. The top proposal lists version 13 but with the same data, 3-10-21. For the specialization in Computer Science, the bottom proposal adds CS 540. CS 540 is also added in the middle proposal but not in the bottom proposal. In the bottom proposal, the department is identified as Computer Science, consistent with the middle proposal. However, the top proposal identifies Computer Electronics & Graphics Technology. The bottom proposal identifies the date approved by the department as 12-9-20. The top proposal lists 1-18-21, and the middle proposal is blank for that line. The bottom proposal identifies Computer Electronics and Graphics Technology as a department that needs to be notified. The top proposal lists Computer Science, and the middle proposal leaves the line blank.

  Based on these three proposals all being recommended for adoption, all carrying the same degree title, but each differing from the other two, just what is being recommended by the Faculty Senate is not clear.

  (c) M.S. Elementary Education—This proposal is presented on the Curriculum Committee list as a "Program Change." Though technically accurate, this proposal should be treated as if it is a new program proposal.

  (d) B.A. Mathematics—This program change adds two new concentrations to the BA Mathematics program. BA Mathematics headcount enrollment has varied over the past five years from 113—102—91—105—82. Those enrollments are currently divided among four concentrations, two of which are Statistics and Actuarial Sciences. This proposal adds two concentrations in Applied Mathematics. Creating an applied mathematics pathway seems like a good idea. However, it's going to add some

cost to our operations, and we will want to review that additional cost through UPBC and seek approval from the IPC.

(e) <u>M.S. Software Engineering</u>—Two versions of the M.S. Software Engineering modifications were passed, and each is being recommended for approval; but they differ. The proposal listed first inserts two courses—CS 507 and CS 540—into the list of electives. The second proposal inserts only one course—CS 507—into the list of electives. Both proposals were approved; it's unclear what the Faculty Senate is recommending.

TO	Faculty Senate
FROM	Thomas Burkholder Chair, University Curriculum Committee
	burkholder@ccsu.edu
SUBJECT	Report of the Curriculum Committee
DATE	2/18/2021

Agenda

Bachelor of General Studies Program – APPROVED

Note: Curriculum added an amendment to the previous proposal which will require a one semester (full-time equivalent) residency at CCSU prior to a student applying for the B.G.S. program.

The exact wording that will go into Undergraduate Catalog:

The Bachelor of General Studies program is a flexible degree program for students who are unable or choose not to pursue a traditional major program.

All students who graduate with a BGS will:

    Choose 1 theme either from the following list or with the coordination of faculty advisor:

        Social and Behavioral Sciences (CLASS)

        Arts and Humanities (CLASS)

        STEM (SEST)

        People and Industry (SOB)

        Professional Studies (SEPS)

    Complete 15 credits in 300-400 level classes within the theme

    Complete at least 30 credits in residency at CCSU

    Complete CCSU's general education program

Students must meet all academic requirements of the University, as well as all course requirements, including prerequisites and have a cumulative grade-point average of at least 2.00 to graduate.

Application Process:

Students must have accumulated 60 credits or more and have completed the equivalent of one semester, full-time, before they can submit an application to the BGS program.

Students will submit their application for the BGS to the Dean or Dean's representative of the chosen theme and then students will be assigned an appropriate faculty advisor.

Students may elect to complete a minor, but a minor is not required. Students who apply with an Associate's Degree do not need a minor.

Equity, Justice and Inclusion Proposal -- APPROVED

Approved with two nay votes:

Submission from: Diversity Committee of the Faculty Senate and the President's Commission on Diversity, Equity and Inclusion

Explanation:

The push for increasing diversity in our curriculum has been a process spanning more than a decade. In 2020, it is time to make it a reality where we at CCSU provide an education that is reflective of the student body and community. Students, faculty, and administrators believe we must invest in diversifying our curriculum. While there are many ways to accomplish this, we believe that instituting an EJI-designation (equity, justice, and inclusion-designation) as a **graduation requirement** is the best way to reach the most students. This course can either be a standalone (new or existing) course, or it can be integrated into an existing course already listed as either a general education course, a course in a major or minor, or an elective. However, the EJI-designation is attached to a specific course, not a section. Therefore, all faculty teaching such a course must commit to the EJI focus.

- Students will not be required to add 3 credits to their program of study if they enroll in an EJI-designated course within general education or their major or minor. In other words, "double dipping" is encouraged.
- The list of courses below includes the General Education requirement certain courses meet.

Description

- An EJI-designated course will use course content, course design (such as variety of methods of instruction, assessment, and assignment type), and classroom interactions to highlight obstacles to and strategies required to promote equity and social justice and inclusion in the United States.
- An EJI-designated course will integrate equity, social justice, and inclusion into the established course content through course design and heightened attention to classroom interactions and culture.
- An EJI-designated course will explore bias and discrimination in the United States. This can be done through a variety of disciplines in a multitude of ways.

Process

- In October and November, we reached out to chairs of all departments on campus requesting courses the department believes meets the EJI description. We then put this proposal through curriculum as a point of consideration. It was on every subcommittee and went to Faculty Senate.
  - The subcommittee of the Diversity committee, comprised of 10 faculty members reviewed all the submitted syllabi and based on our rubric, determined which courses met the EJI designation. That final list is below.
  - We encourage faculty to continue to submit courses. Additionally, departments might consider creating new Special Topics courses specifically tagged as EJI courses.
- Moving forward, the new course proposal form and the change course proposal forms will have an added box to check off for EJI designation. Once checked, the proposal will first get routed to the Diversity Committee of the Faculty Senate. After reviewing the course and syllabus, the proposal will then get sent back to Curriculum to go through the regular Curriculum channels (appropriate subcommittee, main committee, Senate, President).

COURSES APPROVED FOR EJI DESIGNATION

- AFAM 110 Introduction to African-American Studies (SA II)
- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- AFAM 250: Topics in African-American Studies (SA II)
- ANTH 200/AFAM 200: Dimensions of Diversity and Inequality
- ANTH 401: City Life and Culture (SA III)
- CRM 245 Diversity and Criminal Justice (SA III)
- CRM 302 Hate Crimes
- CRM 409: Exploring Criminal Justice Through Film
- DAN 299: Dance History (SA I and Int)
- EDF 215: Education in a Multicultural Society (SA III)
- EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
- EDTE 314: Applying Learning Theories in Diverse Settings (K-12 Programs)
- EDTE 316: Principles of Learning in Diverse Settings (Secondary)
- ENG 209: EJI Topics in Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- ENG 345/AFAM 345: Modern African-American Literature
- GERO 101: Intro to Gerontology (SA III)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- HIST 319/LTN 319: Race, Ethnicity and Migration in the US
- HIST 331/WGSS 331: History of Women in the US, 1865-Present
- HIST 411: Atlantic World, 1500-1880
- HIST 480/LTN 480: Latinos in North America
- JRN 371: Reporting Cultural Diversity
- LTN 110: Intro to Latino Studies (SA II)
- LTN 270: Witchcraft, Brujeria, and Sorcery in the Americas
- MATH 344: Math and Diverse Cultures (Int)
- MGT 403: Ethical and Social Issues for Management
- PHIL 222/WGSS 222: Philosophy of Gender (SA I)
- PHIL 244: Introduction to Philosophy of Social Justice (SA I)
- PHIL 344: Topics in Philosophical and Social Justice (SA I)

- PHIL 360: African-American Philosophy (SA I)
- PSY 430: Intergroup Relations
- PSY 448/WGSS 448: Psych of Women
- PSY 498: Diversity of Latina/o Psychology
- RJ 200: Studies in Racial Justice (SA II)
- REL 361: African-American Religion

- SOC 111: Social Problems (SA III)
- SOC 208/WGSS 208: Gay and Lesbian Communities (SA III)
- SOC 212: Race, Class, and Gender (SA III)
- SOC 240/WGSS 240: Sociology of Gender (SA III)
- SOC 307: Schools, Education, and Society
- SOC 309/LTN 309: US Immigration
- SOC 312: Class, Power, and Status
- SOC 322/LTN 322: Race and Racism
- SOC 323: Why Unions Matter
- SOC 420/WGSS 420: Gender and Education
- SOC 461: Oppression and Liberation
- WGSS 200: Intro to Women, Gender, Sexuality Studies (SA III)
- WRT 280: Tutoring and Writing (SA I)

General Education EJI Courses

Study Area I

- ENG 209: EJI Topics in Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- DAN 299: Dance History (SA I and Int)
- ENG 209: EJI Topics in English Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- PHIL 222/WGSS 222: Philosophy of Gender (SA I)
- PHIL 244: Introduction to Philosophy of Social Justice (SA I)
- PHIL 344: Topics in Philosophical and Social Justice (SA I)
- PHIL 360: African-American Philosophy (SA I)
- WRT 280: Tutoring and Writing (SA I)

Study Area II

- AFAM 110 Introduction to African-American Studies (SA II)
- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- AFAM 250: Topics in African-American Studies (SA II)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- LTN 110: Intro to Latino Studies (SA II)
- RJ 200: Studies in Racial Justice (SA II)

Study Area III

- ANTH 200: Dimensions of Diversity and Inequality
- ANTH 401: City Life and Culture (SA III)
- CRM 245 Diversity and Criminal Justice (SA III)
- EDF 215: Education in a Multicultural Society (SA III)
- GERO 101: Intro to Gerontology (SA III)
- SOC 111: Social Problems (SA III)
- SOC 208/WGSS 208: Gay and Lesbian Communities (SA III)
- SOC 212: Race, Class, and Gender (SA III)
- SOC 240/WGSS 240: Sociology of Gender (SA III)
- WGSS 200: Intro to Women, Gender, Sexuality Studies (SA III)

International Requirement

- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- DAN 299: Dance History (SA I and Int)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- MATH 344: Math and Diverse Cultures (Int)

Consent Agenda -- Approved

Type	Name
Change Course	ACP 730 Anesthesia Clinical Practicum I - 1 credits
Change Course	ACP 733 Advanced Anesthesia Clinical Practicum I - 3 credits
Change Course	ACP 734 Advanced Anesthesia Clinical Practicum II - 3 credits
Change Course	ANES 501 Principles of Nurse Anesthesia Practice II - 4 credits
Change Course	ANES 502 Principles of Nurse Anesthesia Practice III - 4 credits
Change Course	ANES 528 Advanced Anesthesia Pharmacology - 3 credits
Change Course	ANES 590 Clinical Correlation Conferences - 2 credits
Change Course	ANTH 329 Experimental Archaeology - 4 credits
Change Course	ANTH 340 Theories of Culture - 4 credits
Change Course	ANTH 350 Genders and Cultures Around the Globe - 3 credits
Change Course	ANTH 375 Anthropological Data Analysis - 4 credits
Change Course	ANTH 401 City Life & Culture - 4 credits
Change Course	ANTH 416 Archaeology of Africa - 4 credits
Change Course	ANTH 418 New England Prehistory - 4 credits
Change Course	ANTH 420 African Diaspora Archaeology - 4 credits
Change Course	ANTH 423 Vietnam, A Country, Not a War - 4 credits
Change Course	ANTH 424 Peoples and Cultures of Africa - 4 credits
Change Course	ANTH 428 Cultures of Latin America - 4 credits
Change Course	ANTH 452 Field School in Biological Anthropology - 3-6 credits
Change Course	ANTH 489 Senior Thesis Preparation - 1 credits
Change Course	AST 212 Studies in Astronomy - 3 credits
Change Course	BIO 525 Advanced Physical Health Assessment for Nurse Anesthetists - 3 credits
Change Course	BIO 730 Human Factors and Patient Safety for Nurse Anesthetists - 3 credits

Change Course	BIO 736 Evidence-based Practice and Biostatistics - 3 credits
Change Course	BIO 740 Leadership in Nurse Anesthesia Education - 3 credits
Change Course	BIO 742 Advanced topics in Nurse Anesthesia - 3 credits
Change Course	BIO 745 Doctoral Scholarly Project I - 3 credits
Change Course	BIO 747 Doctoral Scholarly Project III - 1 credits
Change Course	CE 301 CE Fundamental Computations - 1 credits
Change Course	CE 397 Structural Analysis I - 3 credits
Change Course	CE 451 Soil Mechanics - 3 credits
Change Course	CE 471 Reinforced Concrete Design - 3 credits
Change Course	CE 475 Hydrology & Storm Drainage - 3 credits
Change Course	CE 497 CE Professional Practice and Senior Project Research - 2 credits
Change Course	CHEM 200 Foundations of Analytical Chemistry - 3 credits
Change Course	CHEM 260 Foundations of Inorganic Chemistry - 3 credits
Change Course	CHEM 354 Foundations of Biochemistry - 3 credits
Change Course	CM 165 Building Construction Systems - 3 credits
Change Course	CM 245 Heavy/Highway Construction Systems - 3 credits
Change Course	CM 265 Print Reading/Quantity Take-Off - 3 credits
Change Course	CM 455 Construction Project Management - 3 credits
Change Course	COMM 336 Media Literacy - 4 credits
Change Course	COMM 343 Communication and Social Influence - 3 credits
Change Course	COMM 439 Social Media Research & Big Data - 4 credits
Change Course	COMM 455 Global Visual Communication - 4 credits
Change Course	COMM 457 Converging Media - 4 credits
Change Course	COMM 496 Field Studies in Communication - 3 credits
Change Course	COMM 503 Research Methods in Communication - 3 credits
Change Course	EDEL 508 Current Instructional Trends in Elementary Education - 3 credits
Change Course	EDEL 512 Assessment of Learning - 3 credits
Change Course	EDEL 529 Analysis of Teaching - 3 credits
Change Course	EDL 701 Leading Organizational Change I: Theory - 3 credits
Change Course	EDL 702 Leading Organizational Change II: Program Development & Evaluation - 3 credits
Change Course	EDL 716 Inquiry Seminar VII: Capstone Proposal Development - 3 credits
Change Course	EDL 717 Inquiry Seminar VIII: Capstone Research I - 3 credits
Change Course	EDL 718 Inquiry Seminar IX: Capstone Research II - 3 credits
Change Course	EDTÉ 210 Education & Teacher Leadership in Diverse Learning Communities - 3 credits
Change Course	EDTE 431 Topic Seminar in Leadership and Learning Communities - 1 credits
Change Course	EDTE 502 Focus on Diversity in Education - 3 credits
Change Course	ENG 420 Teaching English in Secondary Schools - 3 credits
Change Course	ENGR 290 Engineering Technical Writing and Presentation - 3 credits
Change Course	ENT 330 Entrepreneurship and New Venture Creation - 3 credits
Change Course	ENT 350 Financing Entrepreneurial Ventures - 3 credits
Change Course	ENT 355 Managing a Growing Business - 3 credits
Change Course	ENT 475 New Venture Challenge: Lean Launch Methodology - 3 credits
Change Course	ENT 499 Field Study in Entrepreneurship - 3 credits
Change Course	ESL 108 Academic Writing I - 3 credits

Change Course	ESL 109 Academic Writing II - 3 credits
Change Course	ETM 467 Applied Finite Element Analysis - 3 credits
Change Course	EXS 416 Graded Exercise Testing - 3 credits
Change Course	EXS 590 Independent Study / Topics in Exercise Science or Sports Medicine - 1-3 credits
Change Course	FIN 400 Advanced Managerial Finance - 3 credits
Change Course	FIN 410 Securities Analysis and Portfolio Management - 3 credits
Change Course	FIN 411 Financial Statement Analysis - 3 credits
Change Course	FIN 420 Bank Management - 3 credits
Change Course	FIN 422 Risk Management - 3 credits
Change Course	FIN 425 Financial Derivatives - 3 credits
Change Course	FIN 433 Real Estate Finance - 3 credits
Change Course	FIN 440 Financial Modeling and Analytics - 3 credits
Change Course	FIN 450 Credit analysis - 3 credits
Change Course	FIN 499 CFA Seminar - 3 credits
Change Course	FIN 590 Finance Seminar - 3 credits
Change Course	GEOG 476 Advanced Cartography - 3 credits
Change Course	LLA 504 Language Arts for the English Learner - 2 credits
Change Course	LLA 506 Decoding and Spelling Instruction - 1 credits
Change Course	LLA 509 Comprehensive Reading Instruction - 3 credits
Change Course	MAT 520 Design and Delivery of Instruction - 4 credits
Change Course	MAT 529 Content Pedagogy in Certification Area I - 3 credits
Change Course	MAT 530 Meeting the Needs of Special Learners in the Classroom - 2 credits
Change Course	MAT 533 Field Experience in the Certification Area: English, History/Social Studies, Mathematics, Modern Language, Science, and Special Education - 3 credits
Change Course	MAT 539 Content Pedagogy in the Certification Area II - 3 credits
Change Course	MAT 550 Intervention Capstone II: Conducting and Reporting Teacher Research - 3 credits
Change Course	ME 216 Manufacturing Engineering Processes - 2 credits
Change Course	ME 217 Manufacturing Engineering Processes Lab - 1 credits
Change Course	ME 458 Heating, Ventilating and Air Conditioning Systems Design - 3 credits
Change Course	MGT 305 Human Resource Management - 3 credits
Change Course	MGT 321 International Management - 3 credits
Change Course	MGT 326 Business Organizational Behavior - 3 credits
Change Course	MGT 330 Entrepreneurship and New Venture Creation - 3 credits
Change Course	MGT 333 Operations Management - 3 credits
Change Course	MGT 345 Organizational Analysis & Change Management - 3 credits
Change Course	MGT 348 Management Systems - 3 credits
Change Course	MGT 350 Financing Entrepreneurial Ventures - 3 credits
Change Course	MGT 355 Managing a Growing Business - 3 credits
Change Course	MGT 390 Management Topics - 3 credits
Change Course	MGT 403 Ethical and Social Issues for the Manager - 3 credits
Change Course	MGT 425 Labor/Management Relations - 3 credits
Change Course	MGT 431 Compensation and Benefits - 3 credits
Change Course	MGT 432 Human Resource Development and Training - 3 credits
Change Course	MGT 460 Staffing - 3 credits

Change Course	MGT 470 Organizing and Managing for Quality - 3 credits
Change Course	MGT 473 Organizing and Managing for Innovation - 3 credits
Change Course	MGT 475 New Venture Challenge: Lean Launch Methodology - 3 credits
Change Course	ML 429 Seminar in Modern Language Teaching Methods - 3 credits
Change Course	MUS 214 Electro-acoustic Music and Sonic Art - 3 credits
Change Course	PE 320 Motor Development - 3 credits
Change Course	PE 404 Methods of Teaching School Health Education - 3 credits
Change Course	PE 405 Elementary Methods in Physical Education - 3 credits
Change Course	PE 406 Adapted Physical Education - 3 credits
Change Course	PE 416 Program Development in Physical Education, Dance Education and Health Education - 3 credits
Change Course	PE 417 Secondary Methods in Physical and Health Education - 3 credits
Change Course	PE 422 Motor Learning and Skill Acquisitions - 3 credits
Change Course	PHIL 320 Modern Logic - 3 credits
Change Course	PHIL 497 Philosophy Thesis Preparation - 1 credits
Change Course	PHIL 498 Philosophy Thesis - 2 credits
Change Course	PHIL 499 Philosophy Thesis Completion - 1 credits
Change Course	ROBO 310 Data Acquisition & Processing - 3 credits
Change Course	ROBO 340 Modeling and Simulation in Mechatronics - 3 credits
Change Course	ROBO 370 Mechanisms for Automation - 3 credits
Change Course	ROBO 460 Applied Control Systems II - 3 credits
Change Course	ROBO 480 Industrial Robotics - 3 credits
Change Course	SCI 417 Science Methods in Secondary School - 3 credits
Change Course	SSCI 415 Social Studies Methods at the Secondary Level - 3 credits
Change Course	TH 115 Play Production - 1 credits
Change Course	TH 211 Rendering and Drawing for the Theatre - 3 credits
Change Course	TH 217 Computer Aided Design (CAD) for the Theatre - 3 credits
Change Course	TH 219 Properties Design and Construction - 3 credits
Change Course	TH 222 History of Fashion - 3 credits
Change Course	TH 246 Acting II - 3 credits
Change Course	TH 316 Scene Design - 3 credits
Change Course	TH 318 Lighting Design - 3 credits
Change Course	TH 332 Costume Design - 3 credits
Change Course	TH 333 Period Styles - 3 credits
Change Course	TH 347 Acting III: Scene Study - 3 credits
Change Course	TH 435 Movement for the Actor II - 3 credits
Change Course	TH 447 Acting IV: Shakespeare - 3 credits
Change Course	TH 456 Acting V: Acting for Recorded Media - 3 credits
Change Course	TH 465 Creative Dramatics for the Classroom - 3 credits
Change Course	TH 472 Business of Theatre - 3 credits
Change Course	TH 479 Projects: Production Carpenter - 3 credits
Change Course	TH 480 Projects: Production Electrician - 3 credits
Change Course	TH 481 Projects: Scenery - 3 credits
Change Course	TH 482 Projects: Costuming - 3 credits

Change Course	TH 485 Projects: Lighting - 3 credits
Change Course	TH 486 Projects: Sound - 3 credits
Change Course	TH 487 Projects: Research - 3 credits
Change Course	TH 488 Thesis Project in Acting or Directing - 1 credits
Change Course	TH 489 Studies in Theatre/Drama - 3 credits
Change Course	TH 491 Projects: Technical Direction - 3 credits
Change Course	TH 492 Projects: Theatre Computer Technology - 3 credits
Change Course	TH 493 Projects: Stage Management - 3 credits
Change Course	TH 495 Theatre Internship - 3-6 credits
New Course	110 Industrial Engineering and Professionalism - 3 credits
New Course	IE 350 Industrial Simulation - 3 credits
New Course	IE 370 Deterministic Processes and Optimization - 3 credits
New Course	IE 372 Human Relations - 3 credits
New Course	IE 470 Stochastic Processes and Applications - 3 credits
New Course	IE 496 Internship - 2 credits
New Course	IE 497 Senior Project - 3 credits
New Course	AFAM 263 The History & Culture of African Americans to 1900 - 3 credits
New Course	AFAM 264 The History & Culture of African Americans Since 1900 - 3 credits
New Course	ANTH 435 The Anthropology of Violence and Human Rights - 4 credits
New Course	ART 210 Digital Processes in Art Making - 3 credits
New Course	ART 451 Sequential Art, Comics and the Graphic Novel - 3 credits
New Course	ART 515 Sequential Art, Comics and the Graphic Novel - 3 credits
New Course	BIO 406 Personalized Medicine - 3 credits
New Course	BIO 512 Advanced Personalized Medicine - 3 credits
New Course	BMS 430 Virology - 3 credits
New Course	CET 407 IT Topics in Cybersecurity - 3 credits
New Course	CET 468 Blockchain Technology and Applications - 3 credits
New Course	CET 489 Web Application Administration and Security - 3 credits
New Course	CET 507 Advanced Topics in IT Cybersecurity - 3 credits
New Course	CET 568 Applied Blockchain Technology - 3 credits
New Course	CET 589 Web Services and Security - 3 credits
New Course	COMM 418 Relational communication - 4 credits
New Course	CRM 305 Police Crisis Response and Officer Resiliency - 3 credits
New Course	CRM 482 Police Involved Shootings & Crime Scene Investigations - 3 credits
New Course	CRM 484 Expectation of Privacy - 3 credits
New Course	CS 409 Advanced CS Topics in Cybersecurity - 3 credits
New Course	CS 414 Mobile App Development - 3 credits
New Course	CS 507 Advanced Mobile App Development - 3 credits
New Course	CS 540 Topics in Cybersecurity - 3 credits
New Course	CYS 407 IT Topics in Cybersecurity - 3 credits
New Course	CYS 409 Advanced CS Topics in Cybersecurity - 3 credits
New Course	ECON 400 Internship in Economics - 3 credits
New Course	EDEL 515 Developmental Theories of Learning - 3 credits
New Course	ENG 209 EJI Topics in Literature - 3 credits

New Course	ENG 421 Field Work in Secondary English Education - 1 credits
New Course	ESL 106 Academic Reading - 3 credits
New Course	ESL 107 Oral Presentation in Academic English - 3 credits
New Course	GEOG 160 Geography of Global Contemporary Migration - 3 credits
New Course	GRT 102 Smart Phone Photography - 3 credits
New Course	GSCI 200 Exploration in the Geological Sciences - 3 credits
New Course	GSCI 442 Introduction to the Principles of Soil Science - 4 credits
New Course	HIST 263 The History & Culture of African Americans to 1900 - 3 credits
New Course	HIST 264 The History & Culture of African Americans Since 1900 - 3 credits
New Course	HIST 309 Ancient Persia - 3 credits
New Course	HIST 310 Legends as Ancient History - 3 credits
New Course	HIST 410 World History for Teachers - 3 credits
New Course	MATH 428 Computational Linear Algebra - 4 credits
New Course	MATH 454 Differential Equations and Dynamical Systems - 4 credits
New Course	MATH 478 Fourier Analysis - 4 credits
New Course	MATH 480 Senior Project in Applied Mathematics - 3 credits
New Course	ML 425 Field Work in World Language Education - 1 credits
New Course	SCI 414 Interdisciplinary Science, Practices, and Pedagogy - 3 credits
New Course	SCI 418 Fieldwork in Secondary Science Education - 1 credits
New Course	SSCI 416 Fieldwork in Secondary Social Studies Education - 1 credits
New Course	STAT 535 Graduate Loss and Frequency Distributions and Credibility Theory - 3 credits
New Course	TE TE 519 Technology & Engineering Education Practicum Advanced - 3 credits
New Course	TM 463 Logistics Management - 3 credits
New Program	Bachelor of Science in Industrial Engineering
New Program	Computer Science Minor for Teacher Certification
New Program	Official Certificate Program in Software Engineering
Change Program	African-American Studies Minor
Change Program	Anthropology, B.A.
Change Program	Biology, B.S.
Change Program	Biology, B.S. (Certifiable for secondary teaching)
Change Program	Chemistry, B.S. (Certifiable for secondary teaching)
Change Program	Civil Engineering, B.S.
Change Program	Computer Information Technology M.S.
Change Program	Computer Information Technology M.S.
Change Program	Computer Information Technology M.S.
Change Program	Computer Science, B.S.
Change Program	Computer Science, B.S. (Honors)
Change Program	Criminology, B.A.
Change Program	Detective Certificate program
Change Program	Earth Sciences, B.S. (certifiable for secondary teaching)
Change Program	Educational Leadership Ed.D.
Change Program	Elementary Education M.S.
Change Program	English, B.S. (Certifiable for secondary teaching)
Change Program	Finance, B.S.

Change Program	Geography - Environmental Geography & Sustainability Minor
Change Program	Geography M.S.
Change Program	Geography with Specialization in Environmental Geography and Sustainability, B.A.
Change Program	Geography with Specialization in Planning, B.A.
Change Program	History, B.S. (Certifiable for secondary teaching of history and social studies)
Change Program	International Studies, B.A.
Change Program	Management Information Systems, B.S.
Change Program	Manufacturing Management, B.S.
Change Program	Mathematics, B.A.
Change Program	Mechanical Engineering Technology, B.S.
Change Program	Middle Eastern Studies Minor
Change Program	Philosophy, B.A.
Change Program	Physics, B.S. (Certifiable for secondary teaching)
Change Program	Psychological Science, B.A.
Change Program	Social Justice Minor
Change Program	Software Engineering, M.S.
Change Program	Software Engineering, M.S.
Change Program	Spanish, B.S. (Certifiable for secondary teaching)
Change Program	Technology Management, B.S.
Change Program	Theatre, B.A.
Change Program	Theatre Minor
Delete Course	GSCI 335 Physical Oceanography
Delete Course	HIST 369 African-American History
Delete Course	TH 148 Performance Studio
Delete Course	TH 477 Contemporary U.S. Theatre
Delete Course	TH 483 Projects: Acting A
Delete Course	TH 484 Projects: Acting B
Delete Program	Biological Sciences: Anesthesia M.S.

Minor Changes
THEATRE MINOR CHANGES

Course	Title	New description	Old description	cycling
TH 101	Performance Practicum	Studies in the practice of making performance driven works and the collaborative art of theatre making. May be repeated for a maximum of 4 credits.	Provides an hour per week for students to coordinate production activities for all theatre department shows. These activities might include backstage work, publicity, performance or direction. This hour will also include regular workshops on topics relevant to the theatre industry. Course to be repeated 6 times for majors, 3 times for minors.	
TH 110	Introduction to Theatre	Introduction to theatre as a social institution. Students are required to attend Theatre Department productions during	Introduction to theatre as a social institution. Students are required to attend Theatre Department productions	

		Fall and Spring semesters. CSUS Common Course. No credit given towards theatre majors or minors.	during Fall and Spring semesters. CSUS Common Course.	
TH 121	Costuming	Introduction to the principles, elements and practicalities of costume design and their relation to design in the Theatre. Two lectures and average of two hours laboratory work per week.	Brief history of costume and constructing costumes. Introduction to design principles. Two lectures and average of two hours laboratory work per week.	
TH 126	Makeup I	Laboratory course in stage makeup.	Laboratory course in stage makeup. Crew assignments on theatre productions are normally required. One two-hour session per week.	S
TH 135	Speaking Voice I was "Speaking-Voice Development"	Students will develop an awareness and understanding of their own voice and proper techniques to use it as an instrument of expression, through experiential and analytical work.	Development of a more relaxed and vibrant speaking voice in dramatic performance through analysis of each student's non-clinical voice-use problems followed by drills and body-voice exercises to free body, breath, and vocal tract.	F
TH 143	Improvisation and Ensemble was "Theatre Games and Improvisations"	Improvisation and ensemble work to build awareness and confidence in communication and creation.	Theatre games and improvisations to build concentration, relaxation, imagination, and the ability to react, leading to heightened awareness and confidence in both exercises and very brief scenes. Exploration of the theatrical moment.	
TH 145	Acting I	Improvisation and ensemble work to build awareness and confidence in communication and creation.	Theatre games and improvisations to build concentration, relaxation, imagination, and the ability to react, leading to heightened awareness and confidence in both exercises and very brief scenes. Exploration of the theatrical moment.	
TH 146	Theatre for Social Change was "High Impact Theatre"	Studies of plays, theatre makers, and movements that were/are socially and politically impactful.	Introduction to theatre techniques which promote personal, social and/or political transformation, with special emphasis on the teachings of Augusto Boal.	
TH 147	Fundamentals of Design was "Theatre Workshop"	Focuses on understanding foundational elements of theatrical design and developing skills to translate ideas into visual content.	Project based studio class, in which the student is exposed to the various creative approaches involved in the making of a piece of theatre. The student (performer, director and designer) will apply research and methodology to the creation of three pieces during the semester: a traditional text-based piece, a piece adapted from literature not written for the stage, and a piece devised from original content or non-theatrical text. Each student will be required to work in at least one area outside of their intended area of study.	
TH 213	Scene Painting was "Scene Painting I"			On demand

TH 222	History of Fashion			F on demand
TH 235	Movement for Actors 1 was "Movement for Actors"	Introduction to movement studies and physical theatre approaches for the performer.	Introduction to physical skills required of stage performers and how to synthesize that with textual analysis and voice work.	
TH 251	Stage Management			S on demand
TH 253	Script Analysis for the Theatre	Reading and analyzing a variety of plays from the viewpoint of a theatre maker.	Reading and analysis of plays from various periods and countries. Focuses on text analysis from viewpoint of theatre artists: director, actor, designer.	F and S
TH 327	Makeup II			On demand
TH 333	Period Styles			On demand
TH 334	Costume Construction	Studio course in methods of constructing theatrical costumes including flat patterning and draping in the practical creation of both historical and contemporary garments.	Studio course in methods of constructing theatrical costumes including flat patterning, draping and tailoring in the practical creation of both historical and contemporary garments.	On demand
TH 335	Stage Combat	Introduction to foundational techniques in the study of stage combat, choreography, and the illusion of violence for performance with an emphasis on safety for performers through basic skills, tecnique, and conditioning.	Through disciplined practice, this class develops, the skill, awareness and elegant brutality required to make convincing stage illusions of violence with hands, feet, rapier, quarter staff and dagger. Because the class demands precision in the body and expansive--but specific--imaginative practice, it visibly augments an actor's performance power in any genre or medium.	On demand
TH 338	Speaking Voice II was "Advanced Voice Development"	Building upon skills agained in Speaking Voice I, students will study various dialects and apply their learnings in performance.	Expanding and developing range, flexibility and vibrancy of the speaking voice in dramatic performance. Development of effective articulation	On demand
TH 352 ch to TH 260	Directing for the Stage	Principles of stage directing and practice. Emphasis on modern methods of directing and the use of its main elements such as space, time, sound, image and the actor.		S on demand
TH 375	History of Theatre I	A study of theatre from Classical Greece to 18th century including notable works of the era.	Theatre from Classical Greece to 18th century, including physical theatre, audiences, acting style and other elements of production.	F
TH 376	History of Theatre II	A study of theatre from 18th century to present day including notable works of the era.	Theatre from 18th century to present day, including physical theatre, audiences, acting style, and other elements of production. Representative plays from standpoint of performance.	S
TH 485	Projects: Lighting			F and S

TH 492	Projects: Theatre Computer Technology			F and S

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Minor Changes for MAT Program

- MAT 510 – cycling to spring
- MAT 511 – cycling to spring
- MAT 519 – New Titles, Course Descriptions, and Cycling
  - SSCI 515: Advanced Social Studies Methods at the Secondary Level
    - Advanced concepts, methods, and materials for teaching social studies in the secondary school. Emphasis on the use of documents, learning styles, process skills, and the interdisciplinary nature of social studies. No credit given for those with credit in SSCI 415.
    - Cycling spring
  - WL 519: Advanced Teaching of World Languages: Acquisition in Young Children for Teachers of World Languages
    - Participants will learn about research in first and second language acquisition and will discuss both the theoretical and practical implications of research for teaching and learning of World Languages in elementary school settings. Not open to TESOL students. No credit given for those with credit in WL 490
    - Cycling summer
  - ENG 508: Advanced Study of Teaching Writing in Middle and Secondary Schools
    - Focusing on fiction, poetry and non-fiction texts commonly taught in middle and high schools, this course offers students critical literary reading and writing skills in the context of their preparation to teach those skills to secondary school students. Course includes a literature-based research component that may involve field work. No credit given for those with credit in ENG 408.
    - Cycling spring
  - SCI 500: Advanced Topics of Nature of Science and Technology
    - Advanced study of the nature of science and technology. Examination of scientific discoveries and technological innovations through a cultural, political, and economic lens and how science distinguishes itself from other ways of knowing while addressing common misconceptions of science and technology. Approaches to include the nature of science and technology in the context of science teaching will be explored. A safety plan based on state and national recommendations for implementation in the classroom is required. No credit given for students who took SCI 320 nor SCI 400.
    - Cycling Spring
- MAT 529 – New Titles, Course Descriptions, and Cycling
  - SSCI 510: Advanced World History for Teachers
    - Advanced survey of modern world history, with a regional geography focus, designed for future teachers. No credit given for those with credit in HIST 410.
    - Cycling Spring.
  - WL 529 Methods of Teaching World Languages in Elementary Schools
    - Participants will learn about the theoretical and pedagogical foundations of elementary World Language instruction and will explore contemporary methodologies that apply to the elementary school level. No credit given for those with credit in WL 428.
    - Cycling Spring
  - ENG 507: Advanced Study of Literature for Teachers
    - Designed to teach students how to teach writing in middle and secondary schools, this course is practice- and activity-oriented; students will leave the class able to design writing instruction

appropriate to their students' needs by engaging in the sorts of activities that they will eventually design. A second focus is on the assessment of writing, both formal and informal, with an emphasis on creating effective rubrics. Course includes a writing-based research component that may involve field work. No credit given for those with credit in ENG 407.
- Cycling to spring
- o SCI 514: Advanced Interdisciplinary Science, Practices and Pedagogy
  - Exploration of contemporary interdisciplinary science topics, practices, and concepts (e.g., climate change, air quality). Advanced critical analysis of pedagogy within the context of the Next Generation Science Standards (NGSS) will be explored. No credit given for students who took SCI 414.
  - Cycling spring
- MAT 530 – cycling to summer
- MAT 539 – New Titles, Course Descriptions, and Cycling
  - o SSCI 501: Advanced US History for Teachers
    - Advanced survey of U.S. History from colonial era to present designed for future teachers. No credit given for those with credit in HIST 401.
    - Cycling fall
  - o WL 539: Advanced Methods of Teaching World Languages in Secondary Schools
    - Participants will learn about the theoretical and pedagogical foundations and teaching methodologies related to the teaching of World Languages at the secondary school level.
    - Cycling fall
  - o ENG 520: Advanced Study of Teaching English in Secondary Schools
    - Methods and materials for teaching English language and literature. Course includes a pedagogy-based research component. Not applicable to M.A. in English program. In accordance with CT law, districts may require criminal background and/or DCF child abuse and neglect registry checks to participate in the field experiences in this class. Students are required to follow the background check policies of the district in which they are placed and are responsible for all associated fees. CCSU is not responsible for district policies. No credit given for those with credit in ENG 420.
    - Cycling to fall
- SCI 517: Advance Science Methods in the Secondary School
  - o Advanced examination and evaluation of science-specific pedagogical practices and the development of curriculum, instruction, and assessment within the context of the Next Generation Science Standards (NGSS). The independent development of an NGSS science unit to align with the edTPA state licensure assessment. No credit given for students who took SCI 417.
  - o Cycling to fall
- MAT 550 – cycling to spring

Additional Minor Changes (MAT related)
- HIST 401 – cycling to fall
- SSCI 415 – cycling to spring
- SSCI 419 – Change title to: Internship in Social Studies Education
- WL 428 – cycling to spring
- ENG 420 – cycling to fall
- ENG 406 – cycling to fall
- ENG 408 – cycling to spring
- SCI 320 – Number and Description change
  - o SCI 400 Nature of Science and Technology
    The study of the nature of science and technology. Examination of scientific discoveries and

technological innovations through a cultural, political, and economic lens and how science distinguishes itself from other ways of knowing while addressing common misconceptions of science and technology. Approaches to include the nature of science and technology in the context of science teaching will be explored. No credit given for students who took SCI 320.

- Technology Education changes to MAT (**added by Graduate Studies**)
  - o MAT 519 to TE 519
  - o MAT 529 to TE 529
  - o MAT 539 to TE 539

Minor Changes from CLASS

Philosophy:

PHIL 497: Cleaning up language in course description; Changing prereq language
PHIL 498: Cleaning up language in course description; Changing prereq language
PHIL 499: Changing prereq and coreq language

Criminology:

Adding this to these courses' descriptions: This course is linked with CRM/CJ ---. No credit will be given for linked equivalent.

CRM 481 / CJ 581 (Sexual Assault Investigation)
CRM 482 / CJ 582 (Police Involved Shootings & Crime Scene Investigations)
CRM 483 / CJ 583 (Interview & Interrogation)
CRM 484 / CJ 584 (Expectation of Privacy)
CRM 485 / CJ 585 (Financial Crime Investigation)

History:

Change cycling of SSCI 415 to spring
Change title of SSCI 419 to Internship in Social Studies Education
Change cycling of HIST 401 to fall

World Languages:

Change WL 428 to spring cycling

English:

Change ENG 407 to spring cycling

Sociology: Approved

Change title: SOC 208/WGSS 208: Sociology of LGBTQ+ Communities.

Peace Studies: Approved

Peace Studies

PES 111 War & Peace Through Films: Currently listed as Fall -- Change to: Spring

PES 202 Peace Psychology: Currently listed as Irregular -- Change to: Spring

PES 410 Research in Peace Studies: Currently listed as Spring -- Change to Fall and Spring

Psychological Science

PSY 202 Peace Psychology: Currently listed as Irregular -- Change to Spring

<u>Religious Studies</u>

REL 105 Development of Christian Thought: Currently listed as Fall, Even -- Change to: Irregular

REL 250 Japanese Religion: Currently listed as Spring -- Change to: Irregular

REL 256 Religion, Philosophy, and Culture: Currently listed as Spring -- Change to: Irregular

REL 257 Special Topics in Religion: Currently listed as On Demand -- Change to: Irregular

REL 361 African-American Religion: Currently listed as Spring, Even -- Change to: Irregular

Minor Changes SEST

Computer Science

CS 151, CS 152, and CS 253 change prereqs to Math 152 (Calc I) OR Math 217/218 (Discrete Math)

Minor Changes in BIO.

- **BIO 425** Remove Grad credit
- **BIO 438** Remove Grad credit

Minor Changes in Doctor of Nurse Anesthesia Practice

- **NOTE PREVIOUSLY APPROVED CHANGES TO ANES courses should be reflected in the DNAP program listing.**
    - ○ **ANES 500 from 3 credits to 4**
    - ○ **ANES 515 from 3 credits to 2**

Title of Proposed New Program: Bachelor of General Studies (BGS)
Title of Credential: Bachelor of General Studies
Total Number of Course Credits Required: 120
Initiator(s)/Faculty Status and/or Position: Beth Frankel Merenstein, Professor, Assistant to the Dean of the Ammon College of Liberal Arts and Social Sciences

Explanation and Rationale:

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer, adult learners and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

CCSU has pursued developing a BGS in the past but lacked widespread support. The current concept of the BGS was developed with representatives from four academic schools at CCSU, all of whom recognized the importance of providing students with another pathway to a baccalaureate degree.

Students will be able to apply to CCSU's BGS only after completing at least 60 credits. As such, the BGS will not be available for first-year applicants to pursue, but rather will become an option after students have sufficient experience with college-level learning and receive appropriate academic advising to help students make an informed decision.

There are those in the CT community who have attended some college and never completed their degree. These adults are unable to move forward on a career path that requires a college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. This would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

Indeed, the National Center for Education Statistics predicts that enrollment among adult students will increase by over 500,000 students by 2027, amounting to an average increase of 0.7% per year.
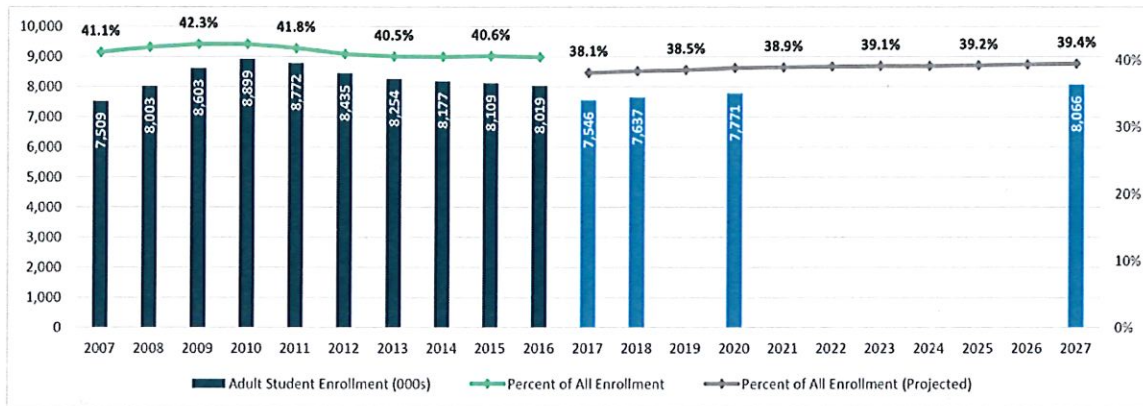
Additionally, we have students who begin their journey with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Our retention data indicate that we lose on average 11% of our first-time full-time students between their second and third year, perhaps because students are getting stalled within a traditional program.
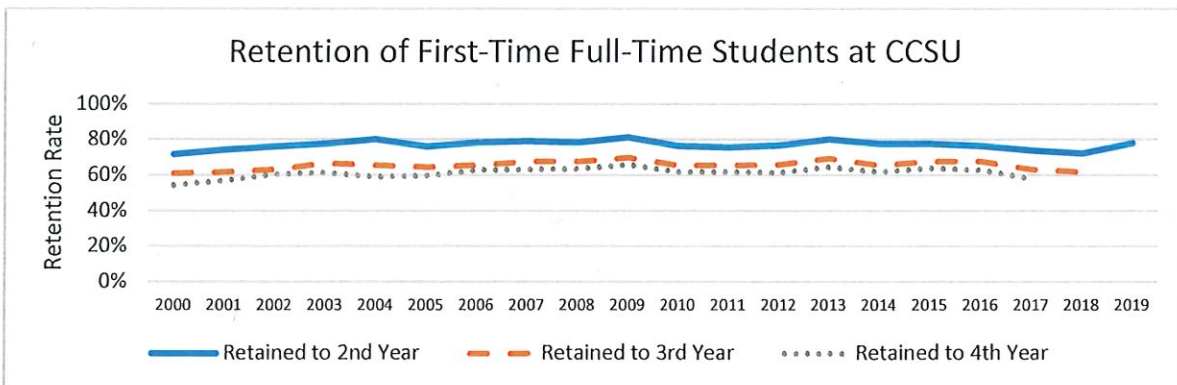

Unfortunately, students from underrepresented and marginalized backgrounds appear to be particularly vulnerable between their second and third year:

Second-to-Third Year Retention in First-Time Full-Time Students
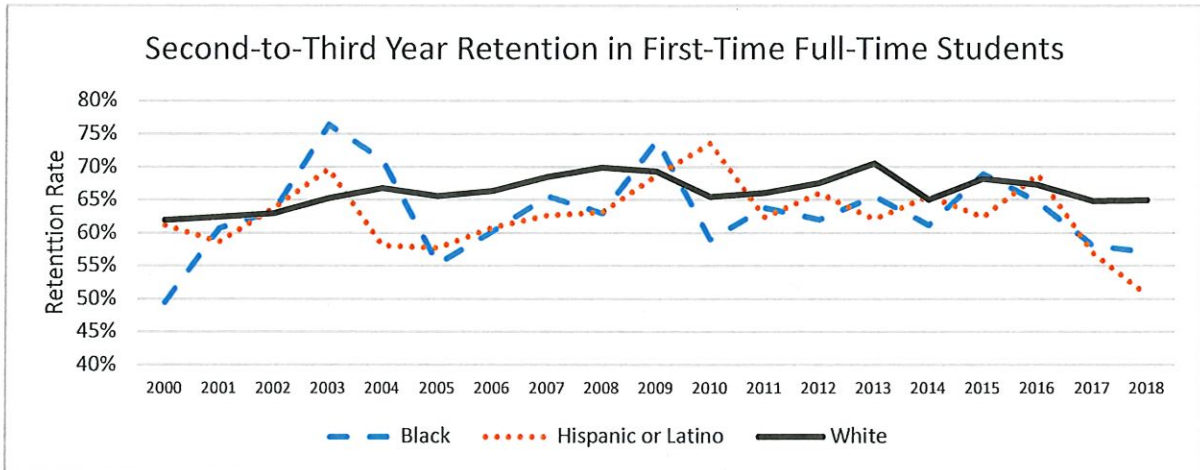
In fewer than 50% of the years since 2000 were Black and/or Hispanic students retained to equal or greater degrees than White students. The cumulative gap is approximately 3% and has widened since 2015.

Further, CCSU has students who apply for graduation but then do not complete requirements and leave the university. These numbers are increasing:

Students Who Apply to Graduate, but Do Not Complete
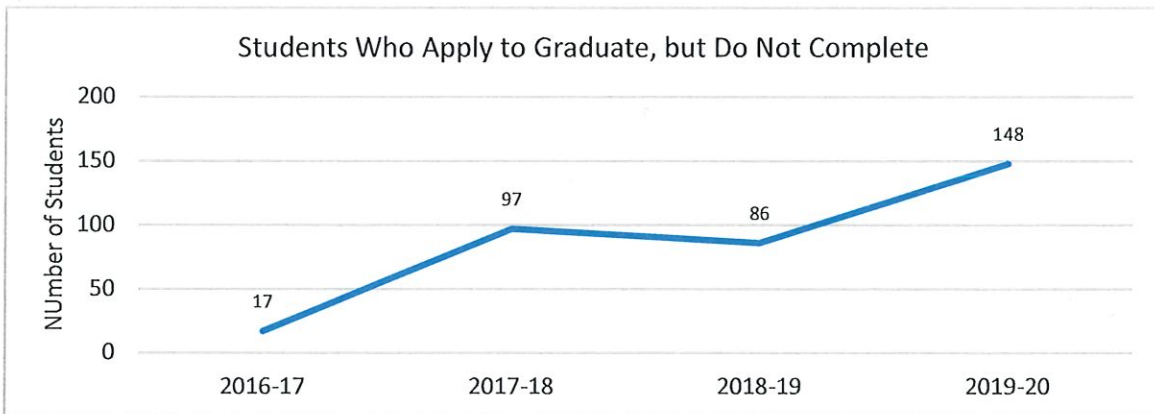
The BGS, by its nature, would be more interdisciplinary than the traditional majors CCSU offers. For example, we have specific science majors, yet a student who has a general interest in science or who might find themselves stalled in a particular scientific discipline might want to pursue a BGS with a theme in STEM instead. With a BGS, a student could work with the credits they have already received and pursue a path aligned with their career plans and interests. Further, students could benefit from interacting with more faculty across disciplines.

These students have then also accumulated debt for an education they never completed. There is little doubt that these students would benefit from having the option of a BGS.

SCSU and ESCU have successful Bachelor of General Studies programs. Eastern's BGS has produced approximately 110 conferrals on average over the past 5 years. We believe that considering our location in the state, we could offer this program to many adults in the larger community who seek the opportunity to complete their baccalaureate studies. Additionally, while these schools appear to have a more general program, we see ours as providing students a theme within the larger general studies program. Students will not just receive a BGS, but the BGS will provide students with a specific theme to help them in their future education or career plans.

We expect that the BGS will advance the second goal in CCSU's Strategic Plan 2030 – Increasing Access to Higher Education and Ensuring Student Success. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

Specific Examples from Programs Endorsing the BGS:

CCSU students enrolled as Nursing and Pre-nursing majors in BSN Program:

Nursing majors: Progression policies in the BSN program (typical of most BSN programs) exist for both NRSE course (minimum grade of C+, repeat of course allowed once), and related requirements (either C+ or C as listed) and maintenance of GPA of 2.7 or higher. When students do not meet these, they are either required to repeat, or if they previous failure, they are dismissed from the program. Students are not allowed to reapply to the program once dismissed. Currently there are limited choices of another major open to them currently. The BGS would allow them to graduate with a faster timeline and decrease the chance they may leave CCSU without a degree.

Pre-nursing majors: Not every pre-nursing student gains acceptance into the nursing major. Acceptance/entry into the program is very competitive. Students who do not meet or exceed the minimal requirements are not guaranteed a seat in the program. To date, since the inception of the BSN program every year there are more applicants than seats in the cohort. The BGS would give pre-nursing students who are unable to be accepted another option of a major and timely pathway to graduation.

Even though these groups of students are small, this pathway to graduation would be beneficial. With the BGS from CCSU, they would then have the option to apply to an accelerated BSN program.

Accelerated BSN Programs are a new pathway for students to become a Registered Nurse. Students with completed bachelor's degrees can apply for this type of program. In CT – currently there are 7 accelerated BSN programs. The CCSU Nursing Department would like to eventually add this program in future as well.

Individuals who have not completed a degree, and may want to apply to an accelerated program, may complete the BGS – and then apply to an accelerated BSN program to become a nurse.

From the Gerontology Program:

According to a report published (2007) by the Department of Education titled Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results, "If there is one overarching "takeaway" from this survey, it is that traditional higher education programs and policies—created in an era when the 18- to 22-year-old, dependent, full-time student coming right out of high school was seen as the core market for higher education—are not well-designed for the needs of adult learners, most of whom are "employees who study" rather than "students who work.""

Other schools' programs with General Studies geared towards Adult Learners:

Rhode Island Office of Post-Secondary Education recommends General Studies as a path for older learners.

From University of Maryland: General Studies is especially appropriate for the non-traditional adult (older) learner who has had a variety of work-related experiences or who has had "time out" periods in his/her educational background.

CUNY: offers multiple General Studies programs for adult learners (https://www.cuny.edu/academics/current-initiatives/adult-learners-at-cuny/)

The exact wording that will go into Undergraduate Catalog:

The Bachelor of General Studies program is a flexible degree program for students who are unable or choose not to pursue a traditional major program.

All students who graduate with a BGS will:

Choose 1 theme either from the following list or with the coordination of faculty advisor;
   Social and Behavioral Sciences (CLASS)
   Arts and Humanities (CLASS)
   STEM (SEST)
   People and Industry (SOB)
   Professional Studies (SEPS)

Complete 15 credits in 300-400 level classes within the theme
Complete at least 30 credits in residency at CCSU

Complete CCSU's general education program.

Students must meet all academic requirements of the University, as well as all course requirements, including prerequisites and have a cumulative grade-point average of at least 2.00 to graduate.

Application Process:

Students must have accumulated 60 credits or more and have completed the equivalent of one semester, full-time, before they can submit an application to the BGS program.

Students will submit their application for the BGS to the Dean or Dean's representative of the chosen theme and then students will be assigned an appropriate faculty advisor.

Students may elect to complete a minor, but a minor is not required. Students who apply with an Associate's Degree do not need a minor.

Support for BGS from a CCSU parent:
To Whom It May Concern:

My daughter is currently a student at Central Connecticut State University (CCSU). She completed her Associates Degree at Capital Community College (CCC) in Social Services prior to transferring to CCSU. She applied for the Social Work program and took classes for the Fall 2020 semester. She had challenges with most of the Social Work course work and came to the realization that she will most likely need to switch her major since the social work courses were too challenging for her. Since this is our daughter's third attempt at a major, we discussed the possibility of her looking into registering for the General Studies Degree program only to find out that CCSU did not offer this degree. My son (her older brother) had similar challenges with finding a major that worked with his skill level and interest. However, after graduating with his associate's degree he was successful in completing the General Studies Degree program at the University of Connecticut (UCONN) in December, 2013. My husband and I found out about this degree program which is offered at all five of UCONN campuses through a friend whose son had the same challenges and he was also successful in graduating with a General Studies Degree. Once our son graduated, he had many employment opportunities in several industries including insurance and banking and he has been gainfully employed since graduation.

I feel it would be beneficial for students who have similar challenges like our children and friend's son to have an option at CCSU to enroll in a General Studies Degree Program. My daughter started out with the aspiration of becoming a nurse at Capital Community College but the science and math classes were too challenging for her so she switched to Social Services at CCC and completed her Associates Degree with a 3.55 GPA. My daughter and my son did very well with the social science classes so the combination of social science, business and general elective classes worked well for them. I feel other students with similar challenges would benefit from having this program at CCSU as well instead of giving up on their pursuit for a Bachelor's Degree. Also, since CCSU does not have a Liberal Arts Program, a General Studies Program would be a good option for students. Our daughter looked into CCSU's Special Studies Program and spoke with individuals at the college but this would not have worked for her given the university current requirements to attain this degree.

I am writing this email not just as a parent of a CCSU student. I am also a proud CCSU graduate. I graduated from CCSU with my Master's Degree in School Counseling in May of 2004. I have been working as a school counselor since graduation and continue to be very happy with my choice of career and I credit CCSU for giving me that jump start. I hope the faculty, staff and administration at CCSU will look at this from a student perspective as you continue with discussions relative to adding the Bachelors of General Studies Program to your list of academic majors.

If you have questions or would like to speak with me by phone or in person I am happy to do so.

Sincerely,

Maxine A. Smith
School Counselor
Sedgwick Middle School
West Hartford, Conn. 06107
(860) 929-5138 (Work) or (860) 729-8440 (Cell)

Submission from: Diversity Committee of the Faculty Senate and the President's Commission on Diversity, Equity and Inclusion

Explanation:

The push for increasing diversity in our curriculum has been a process spanning more than a decade. In 2020, it is time to make it a reality where we at CCSU provide an education that is reflective of the student body and community. Students, faculty, and administrators believe we must invest in diversifying our curriculum. While there are many ways to accomplish this, we believe that instituting an EJI-designation (equity, justice, and inclusion-designation) as **a graduation requirement** is the best way to reach the most students. This course can either be a standalone (new or existing) course, or it can be integrated into an existing course already listed as either a general education course, a course in a major or minor, or an elective. However, the EJI-designation is attached to a specific course, not a section. Therefore, all faculty teaching such a course must commit to the EJI focus.

- Students will not be required to add 3 credits to their program of study if they enroll in an EJI-designated course within general education or their major or minor. In other words, "double dipping" is encouraged.
- The list of courses below includes the General Education requirement certain courses meet.

Description

- An EJI-designated course will use course content, course design (such as variety of methods of instruction, assessment, and assignment type), and classroom interactions to highlight obstacles to and strategies required to promote equity and social justice and inclusion in the United States.
- An EJI-designated course will integrate equity, social justice, and inclusion into the established course content through course design and heightened attention to classroom interactions and culture.
- An EJI-designated course will explore bias and discrimination in the United States. This can be done through a variety of disciplines in a multitude of ways.

Process

- In October and November, we reached out to chairs of all departments on campus requesting courses the department believes meets the EJI description. We then put this proposal through curriculum as a point of consideration. It was on every subcommittee and went to Faculty Senate.
  - The subcommittee of the Diversity committee, comprised of 10 faculty members reviewed all the submitted syllabi and based on our rubric, determined which courses met the EJI designation. That final list is below.
  - We encourage faculty to continue to submit courses. Additionally, departments might consider creating new Special Topics courses specifically tagged as EJI courses.
- Moving forward, the new course proposal form and the change course proposal forms will have an added box to check off for EJI designation. Once checked, the proposal will first get routed to the Diversity Committee of the Faculty Senate. After reviewing the course and syllabus, the proposal will then get sent back to Curriculum to go through the

regular Curriculum channels (appropriate subcommittee, main committee, Senate, President).

COURSES APPROVED FOR EJI DESIGNATION

- AFAM 110 Introduction to African-American Studies (SA II)
- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- AFAM 250: Topics in African-American Studies (SA II)
- ANTH 200/AFAM 200: Dimensions of Diversity and Inequality
- ANTH 401: City Life and Culture (SA III)
- CRM 245 Diversity and Criminal Justice (SA III)
- CRM 302 Hate Crimes
- CRM 409: Exploring Criminal Justice Through Film
- DAN 299: Dance History (SA I and Int)
- EDF 215: Education in a Multicultural Society (SA III)
- EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
- EDTE 314: Applying Learning Theories in Diverse Settings (K-12 Programs)
- EDTE 316: Principles of Learning in Diverse Settings (Secondary)
- ENG 209: EJI Topics in English Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- ENG 345/AFAM 345: Modern African-American Literature
- GERO 101: Intro to Gerontology (SA III)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- HIST 319/LTN 319: Race, Ethnicity and Migration in the US
- HIST 331/WGSS 331: History of Women in the US, 1865-Present
- HIST 411: Atlantic World, 1500-1880
- HIST 480/LTN 480: Latinos in North America
- JOUR 371: Reporting Cultural Diversity
- LTN 110: Intro to Latino Studies (SA II)
- LTN 270: Witchcraft, Brujeria, and Sorcery in the Americas
- MATH 344: Math and Diverse Cultures (Int)
- MGT 403: Ethical and Social Issues for Management
- PHIL 222/WGSS 222: Philosophy of Gender (SA I)
- PHIL 244: Introduction to Philosophy of Social Justice (SA I)
- PHIL 344: Topics in Philosophical and Social Justice (SA I)
- PHIL 360: African-American Philosophy (SA I)
- PSY 430: Intergroup Relations
- PSY 448/WGSS 448: Psych of Women
- PSY 498: Diversity of Latina/o Psychology
- RJ 200: Studies in Racial Justice (SA II)
- REL 361: African-American Religion

- SOC 111: Social Problems (SA III)
- SOC 208/WGSS 208: Gay and Lesbian Communities (SA III)
- SOC 212: Race, Class, and Gender (SA III)
- SOC 240/WGSS 240: Sociology of Gender (SA III)
- SOC 307: Schools, Education, and Society
- SOC 309/LTN 309: US Immigration
- SOC 312: Class, Power, and Status
- SOC 322/LTN 322: Race and Racism
- SOC 323: Why Unions Matter
- SOC 420/WGSS 420: Gender and Education
- SOC 461: Oppression and Liberation
- WGSS 200: Intro to Women, Gender, Sexuality Studies (SA III)
- WRT 280: Tutoring and Writing (SA I)

General Education EJI Courses

Study Area I
- ENG 209: EJI Topics in English Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- DAN 299: Dance History (SA I and Int)
- ENG 209: EJI Topics in English Literature (SA I and Lit)
- ENG 212/AFAM 212 African-American Literature (SA I and Lit requirement)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- PHIL 222/WGSS 222: Philosophy of Gender (SA I)
- PHIL 244: Introduction to Philosophy of Social Justice (SA I)
- PHIL 344: Topics in Philosophical and Social Justice (SA I)
- PHIL 360: African-American Philosophy (SA I)
- WRT 280: Tutoring and Writing (SA I)

Study Area II
- AFAM 110 Introduction to African-American Studies (SA II)
- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- AFAM 250: Topics in African-American Studies (SA II)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- LTN 110: Intro to Latino Studies (SA II)
- RJ 200: Studies in Racial Justice (SA II)

Study Area III

- ANTH 200: Dimensions of Diversity and Inequality
- ANTH 401: City Life and Culture (SA III)
- CRM 245 Diversity and Criminal Justice (SA III)
- EDF 215: Education in a Multicultural Society (SA III)
- GERO 101: Intro to Gerontology (SA III)
- SOC 111: Social Problems (SA III)
- SOC 208/WGSS 208: Gay and Lesbian Communities (SA III)
- SOC 212: Race, Class, and Gender (SA III)
- SOC 240/WGSS 240: Sociology of Gender (SA III)
- WGSS 200: Intro to Women, Gender, Sexuality Studies (SA III)

International Requirement
- AFAM 111/PS 111: Race and Ethnicity in US and Global Politics (SA II and Int)
- DAN 299: Dance History (SA I and Int)
- ENG 215:/WGSS 215: Intro to Women Writers (SA I and Int and Lit requirement)
- HIST 281: History of Latin America to 1823 (SA II and Int)
- MATH 344: Math and Diverse Cultures (Int)