

TO	Faculty Senate
FROM	Ned Moore, Chair, University Curriculum Committee <a href="mailto:ned.moore@ccsu.edu">ned.moore@ccsu.edu</a>
SUBJECT	Senate Report for the 2 <sup>nd</sup> Round of Curriculum Meetings, Rev A
DATE	11/27/2023

## Contents

1.0	Minor Changes .....	1
2.0	Approved at the Main Meeting.....	2
3.0	General Education Review.....	3
	Proposal to expand the range of courses that satisfy the History requirement .....	4
	Proposal to change the names of the general education categories.....	5
4.0	Issue with the new TAP general education requirements .....	5
5.0	Changes to the Bylaws.....	6
6.0	Courses to be Considered for Archival .....	6

## 1.0 Minor Changes

Course and Title	Committee	Notes
<a href="#">NRSE 246 Ethical Issues in Professional Nursing Practice - 3 credits</a>	SEPS	Cycling

## 2.0 Approved at the Main Meeting

Item	Type	Name	Notes
2.1	New Program	<a href="#">Business Project Management Certificate</a>	
2.2	New Program	<a href="#">Certificate in Human Resource Management</a>	
2.3	New Program	<a href="#">Minor in Human Resource Management</a>	
2.4	New Course	<a href="#">MGT 329 Leadership Skills - 3 credits</a>	New Cert with course
2.5	New Program	<a href="#">Certificate in Leadership</a>	
2.6	Change Program	<a href="#">Database Management Certificate</a>	No new courses
2.7	Change Program	<a href="#">Management, B.S.</a>	
2.8	Change Course	<a href="#">DATA 101 Fundamentals of Data Science - 3 credits</a>	Convert 3 four credit courses to 4 three credit courses
2.9	Change Course	<a href="#">DATA 201 Classification Analytics - 3 credits</a>	
2.10	Change Course	<a href="#">DATA 202 Estimation and Clustering Analytics - 3 credits</a>	
2.11	New Course	<a href="#">DATA 203 Advanced Topics in Data Science - 3 credits</a>	
2.12	Change Program	<a href="#">Bachelor of Science in Business Analytics</a>	Accelerate
2.13	Change Course	<a href="#">MGT 560 Supply Chain Management - 3 credits</a>	
2.14	New Course	<a href="#">MGT 574 New Venture Challenge: Lean Launch Methodology - 3 credits</a>	
2.15	Change Program	<a href="#">Business Administration M.B.A.</a>	Add 574
2.16	New Course	<a href="#">COMM 127 Vlog Studio Production - 3 credits</a>	
2.17	Change Course	<a href="#">COMM 327 Studio Production I - 4 credits</a>	Modernize
2.18	Archive Course	<a href="#">COMM 338 Analysis of News</a>	
2.19	Change Course	<a href="#">COMM 427 Studio Production II - 4 credits</a>	Modernize
2.20	Archive Course	<a href="#">COMM 445 Advertising and Society</a>	
2.21	Archive Course	<a href="#">COMM 488 Film Documentary</a>	
2.22	Change Program	<a href="#">Media Studies Minor</a>	Remove archived
2.23	Change Program	<a href="#">Media Studies, B.A.</a>	
2.24	Change Course	<a href="#">ANTH 100 Search in Anthropology - 3 credits</a>	
2.25	Change Course	<a href="#">GEOG 450 Tourism Planning - 3 credits</a>	Prereqs
2.26	New Program	<a href="#">Cultural Resource Management (CRM) Graduate Certificate Program</a>	
2.27	New Program	<a href="#">Cultural Resources Management (CRM) Undergraduate Certificate</a>	
2.28	Change Program	<a href="#">Racial Justice Certificate</a>	Add AAPI courses
2.29	New Course	<a href="#">TE 224 People, Biotechnology, and Robots in the Future - 3 credits</a>	Honors course opened to all
2.30	Change Course	<a href="#">CNSL 503 Supervised Practicum in Clinical Professional Counseling - 3 credits</a>	Prereqs and misc changes
2.31	Archive Course	<a href="#">CNSL 507 Methods in Group Facilitation</a>	
2.32	New Course	<a href="#">CNSL 508 Supervised School Counseling Practicum - 3 credits</a>	
2.33	New Course	<a href="#">CNSL 511 Supervised Student Development in Higher Education Practicum - 3 credits</a>	
2.34	Change Course	<a href="#">CNSL 575 Counseling Individuals with Co-occurring Mental Health and Substance Use Disorders - 3 credits</a>	
2.35	Change Course	<a href="#">CNSL 591 Supervised School Counseling Internship - 3 credits</a>	Prereqs and misc changes
2.36	Change Course	<a href="#">CNSL 592 Supervised Internship in Higher Education - 3 credits</a>	
2.37	Change Course	<a href="#">CNSL 594 Supervised Clinical Professional Counseling Internship - 3 credits</a>	
2.38	Change Course	<a href="#">SPED 598 Research in Special Education - 3 credits</a>	Cycling

2.39	Change Course	<a href="#">EDT 101 Basic Instructional Design &amp; Production - 1 credits</a>	Prereqs
2.40	Change Course	<a href="#">NRSE 110 Introduction to Nursing Theories - 2 credits</a>	
2.41	Change Course	<a href="#">NRSE 150 Nutrition - 3 credits</a>	Prereqs and coreqs and other misc changes
2.42	Change Course	<a href="#">NRSE 210 Health Assessment - 4 credits</a>	
2.43	Change Course	<a href="#">NRSE 246 Ethical Issues in Professional Nursing Practice - 3 credits</a>	
2.44	Change Course	<a href="#">NRSE 250 Nursing Care of Well Populations - 3 credits</a>	
2.45	Change Course	<a href="#">NRSE 260 Evidence-Based Nursing Interventions - 3 credits</a>	
2.46	Change Course	<a href="#">NRSE 270 Gerontological Nursing - 3 credits</a>	
2.47	Change Course	<a href="#">NRSE 300 Health Assessment and Promotion - 3 credits</a>	
2.48	Change Course	<a href="#">NRSE 301 The Art and Science of Nursing - 3 credits</a>	
2.49	Change Course	<a href="#">NRSE 305 Scholarship for the Nursing Discipline - 3 credits</a>	
2.50	Change Course	<a href="#">NRSE 320 Holistic Care of Adults with Health Alterations - 5 credits</a>	
2.51	Change Course	<a href="#">NRSE 413 Population Health - 3 credits</a>	
2.52	Change Course	<a href="#">NRSE 414 Policy and Advocacy in Professional Nursing - 3 credits</a>	
2.53	Change Course	<a href="#">NRSE 492 Leadership Development for Quality Care - 4 credits</a>	
2.54	Change Course	<a href="#">NRSE 496 Professional Values in Practice - 3 credits</a>	

### 3.0 General Education Review

The ad hoc subcommittee of the curriculum committee charged with reviewing CCSU's general education is in the process of preparing multiple proposals. Five will be sent to the curriculum committee. More are in the pipeline. The first proposals are presented here for reference. The Senate is not being asked to vote on them at this time.

### 3.1 Proposal to expand the range of courses that satisfy the History requirement

#### *Existing Structure*

The registrar currently recognizes courses with a HIS designator as meeting the requirement. Even courses that are cross listed with HIS courses, such as AFAM 264, do not meet the criteria. Other universities, including our sister institutions, allow courses such as Art History or Music History to meet the requirement. Making this change should increase student choice and make transferring easier.

#### *New Structure*

Mimic the structure of the Literature requirement. Allow courses that teach historical thinking to qualify. The registrar has agreed to update the course change form to add a line to request history credit and add a catalog page of courses that satisfy the requirement etc. The general education subcommittee can look to the following text for guidance when asked to judge whether a course should be granted the history designation

#### **What is a History Course?**

Courses with this designation are part of Study Area 2

Many Americans are not trained to think historically, in other words, to consider deeper roots or larger contexts. A general education history course should help students to develop the skill of historical thinking through teaching the historical method.

The historical method involves making a written argument about the past (whether people's actions, large-scale processes, or significant events) through a combination of the following activities: 1) thinking about short-term and long-term **causes** 2) thinking about short-term and long-term **effects** 3) analyzing **primary sources** from the past 4) pondering **continuity and change**, in other words, considering how and why things have or have not changed over time.

Students who complete a general education history course will see the world (past and present) as a large, interconnected, and complicated web of people, events, and forces changing (or not changing) over time.

Proposals for this designation, shall include examples of the primary sources that will be used by students and a syllabus.

#### *How to document this change*

The description above shall be posted to the website of the curriculum committee and referenced by the bylaws.

- Amend 5.3.2 to say "Guidelines for the committee's decisions which describe the topics, features, etc. which are necessary for any class within each general education designation shall be posted on the curriculum committee website"
- Amend 5.5.3 to include "History" along with "Literature" and "International"

### 3.2 Proposal to change the names of the general education categories

This change is intended to increase student interest in general education. This idea is simple, and is based on Gen Ed programs at other universities. We think our current requirements are good but we don't do a good job of offering a rationale for them, of telling students why they have to take these courses and what they're supposed to get from them. This proposal attempts to reconceptualizing the Study Area/Skill Area division into two categories:

#### **Essential Skills**

*These are the basics, the things you need to learn first and foremost to succeed in college.*

- Written and Oral Communication (was SK 1, still requires First Year Writing)
- Quantitative Reasoning (was SK 2)
- Language (was SK 3)
- Thriving in College (was SK4, University Requirement)

#### **Ways of Understanding**

*These courses introduce you to some of the most important and powerful ways we understand our world.*

- Arts and Humanities (was ST1, retains lit requirement)
- Social Sciences (was ST2, retains History requirement)
- Behavioral Sciences (was ST3)
- Natural Sciences (was ST4)

EJI and International requirements will remain the same. Comments in parentheses are there to aid in explaining the change and will be removed from the final descriptions. The key to the "re-branding" here is that Study Areas (what the heck are those?) become ways of understanding our world. We're giving students lenses through which to see the world they live in. How does literature (or the other humanities) help us understand the world? How does a social scientist approach the world? A behavioral scientist? Etc.

### 3.3 Proposal to create a Writing Across the Curriculum requirement

#### Introduction

CCSU is the only school in the CSCU system—including the CT State Community College—that requires its students to take only one writing course. Currently our students complete the First-Year Writing Requirement—WRT 105 or 110—and then are never required to take another course in which writing is not only required but explicitly taught. This leaves our students at an academic disadvantage, and less prepared for the job market, compared to other CSCU students (as well as to students nationally, where the norm is at least two semesters of writing instruction). Recent institutional data helps us to understand the problem. The 2023 NSSE report indicates that our first-year students write slightly less than students at other New England public schools and other students in our Carnegie class (51.1 pages of assigned writing vs 56.4 and 57.1), but our seniors write substantially less (65.9 pages vs 84.0 and 84.4). Not surprisingly, our 2023 NECHE report indicates that of the five measured General Education outcomes (Critical Thinking, Ethical Dimensions, Information Literacy, Quantitative Reasoning, and Written Communication), our students demonstrated the least improvement from freshman to senior year in Written Communication.

There are two common ways to remedy this situation.

- The first—the one used by CT State and some of the other CSUs—is to add a second course to the First-Year Writing Requirement. While two-course composition requirements do serve students well, such a proposal is problematic at CCSU for two main reasons. First, it would require an expansion of the General Education program (albeit one that brings us in line with the CT State Gen Ed program) at a time when we are trying to reduce and simplify Gen Ed. And second, it would require a commitment of resources to the English Department to staff and administer the new WRT course that the university is unlikely to make. This method also does not address student writing beyond the first-year level.
- The second—the one more common at the national level and usually preferred by disciplinary experts—is to create a Writing Across the Curriculum (aka Writing in the Disciplines) requirement that exposes students to writing instruction beyond the first year, building on their first-year writing course to teach them the writing skills required in their area of study. Such a requirement would not expand the credit count of the Gen Ed program, but would embed the required course in the major, usually not by adding a course but by employing or enhancing an existing course.

**Considerable discretion will be left to the majors to decide how to implement the requirement.**

#### The Proposal

All students shall be required to complete a writing-focused course or courses, totaling at least three credits, in or related to their major. At a minimum, all courses qualifying as WAC courses shall involve not only a substantial, discipline-appropriate amount of writing but also attention to the writing process including instruction in and opportunities for brainstorming, topic development, revision, peer response, editing and proofreading.

**Prereq:** All courses shall include among their prerequisite the completion of the First Year Writing Requirement (WRT 105, WRT 110, HON 115, or transfer credit equivalency)

### **Course Approval Process**

The Faculty Senate shall create a standing Writing Across the Curriculum (WAC) committee drawn from faculty campus-wide with expertise in writing instruction. The committee shall be responsible for setting standards for WAC courses in the disciplines; evaluating course proposals and making recommendations to the Curriculum Committee's Gen Ed subcommittee; offering training to interested faculty in creating WAC courses and in writing instruction generally; and supporting and promoting writing at CCSU through such means as workshops, programs, contests, awards, and guest speakers.

- CCSU shall hire or appoint a **Director of WAC**, a faculty member with professional experience and expertise in WAC/WID, who will chair the WAC Committee and assure that CCSU's WAC program adheres to disciplinary standards and best practices. The Director shall be compensated with appropriate reassigned time.
- As with any new or significantly modified course, all WAC courses shall be approved through the regular curriculum process after being vetted by the WAC Committee.
- Programs shall have a grace period of at least one year from the time of approval of this policy by the faculty senate in order to design new courses or modifications to existing courses to meet the requirement. The WAC committee may grant further extensions in exceptional cases.

Each major shall propose and provide the writing focused course most appropriate for its curriculum. Options include:

- An "introduction to writing in the discipline" course designed to prepare students for the sort of writing tasks they will encounter as students and practitioners of their discipline. This course may already exist in many majors.
- A course associated with or taken as a capstone experience, in which students undertake a major discipline-based assignment with a significant writing component. This course may already exist.
- Credits added to existing classes to accommodate an additional writing component
- If a department feels unable to offer such a course, it may require its students to take an equivalent course offered by a related discipline (with the consent of the department offering the course)
- If no such equivalent course is available, or if the major department prefers, students may take a qualifying writing focused class in their minor, a Writing in the Disciplines course offered by the English Department, or HON 315 (with the permission of the Honors director)

Because of the intensive nature of writing focused courses, departments creating or modifying courses to meet the requirement shall negotiate discipline-appropriate course caps with their deans

**Catalogue Language:** to be inserted in the section of the Catalogue governing General Education.

### **Writing Across the Curriculum Requirement**

Because learning to write clearly and effectively in one's chosen discipline is integral to both academic and career success, after satisfying the first-year writing requirement all students shall complete at least three credits of writing instruction appropriate to their major. Each major determines the form of writing instruction best suited to its discipline, to be provided through coursework required for completion of the major. Credits for this coursework are generally a part of the major; in certain circumstances they may be counted in a minor or in General Education. Students should consult their advisor or curriculum sheet for major-specific information about the WAC requirement.

### 3.4 Proposal to accommodate changes the CC general education program, combine categories, create gen ed electives, and balance categories per NECHE recommendations

We propose three potential, mutually exclusive changes (Models). All proposals have the following features

- NECHE 4.17 suggests that general education should show “showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences”. Our program does not do this. It weights Social and Behavioral sciences more heavily than Math and Natural Sciences, which are weighted more heavily than the Arts and Humanities. These areas should be brought into balance.
- The new community college general education program requires more communications classes than we do, and students transferring into highly encumbered programs will not be able to apply some of the gen ed courses to their degree. All three proposals overcome this problem
- We have more general education categories than most universities, which increases the probability that transfer students or major changes will have credits that cannot be applied to their degree because each category is relatively small. All of these proposals will reduce the number of categories.
- Our general education is the largest in the state. The size discourages innovation, as it is impossible to add additional requirements.
- No proposal made here alters the EJI or International requirement. They are not mentioned again in order to reduce clutter.

Models 2 and 3 also have this feature:

- Most universities that have large gen education programs have “electives” within gen ed that can be satisfied by any gen ed class. These electives make transferring and changing majors easier. These two proposals create a general education elective.

#### Model 1

*Summary: Allow CC transfers to use a SK1 class in SA1 and add 3 credits. Combine SA2+SA3 and drop by 3 credits. Combine Math and Science and drop by 3 credits.*

##### **Ways of Understanding**

12 cr. Arts and Humanities (includes 3 cr. Lit; CC transfers *only* can count their third Written/Oral Comm course here)

12 cr. Social and Behavioral Sciences (includes 3 cr. History)

9-10 cr. Science and Math (includes 3 cr. Math and 3-4 cr. Science with Lab)

##### **Essential Skills**

6 cr. Written and Oral Communication (includes 3 cr. First Year Composition)

2-3 cr. Thriving in College (was SK4)

0-6 cr. Foreign Language

**Total 41-49 credits**

#### Model 2

*Summary: Combine Math/Science and drop by 3 credits. Combine SA2+SA3 and drop by 3. Add 3 credits of free electives. Allow double counting between foreign language and free electives.*

##### **Ways of Understanding**

9 cr. Arts and Humanities (includes 3 cr. Lit)

12 cr. Social and Behavioral Sciences (includes 3 cr. History)

9-10 cr. Science and Math (includes 3 cr. Math and 3-4 cr. Science with Lab)

##### **Essential Skills**

6 cr. Written and Oral Communication (includes 3 cr. First Year Composition)

2-3 cr. Thriving in College

0-6 cr. Foreign Language

3 cr. Elective (“Extra” CC Comm class or **any** gen ed, including Foreign Language)

**Total 41-46 credits**



### Model 3

*Summary: Combine SA2+SA3 and drop by 6 credits. Combine Math/Science and drop by 3 credits. Add 6 credits of free electives.*

#### **Ways of Understanding**

9 cr. Arts and Humanities (includes 3 cr. Lit)

9 cr. Social and Behavioral Sciences (includes 3 cr. History)

9-10 cr. Science and Math (includes 3 cr. Math)

#### **Essential Skills**

6 cr. Written and Oral Communication (includes 3 cr. First Year Composition)

2-3 cr. Thriving in College

0-6 cr. Foreign Language

6 cr. Elective ("Extra" CC Comm class would go here. Also allow Foreign Language. WRT 105P?)

**Total 41-43 credits**

### 3.5 Proposal to support the existing FYE requirement

There is a requirement already on the books that students take and FYE in their first year. This requirement is not met by some students.

## 4.0 Courses to be Considered for Archival

These courses have not been taught in at least three years. Committee members are reviewing this list and making recommendations for courses housed within their department. Status: 15 approved for archival by depart, 28 courses removed from this list. 385 courses on list. One class on this list has not been taught since 2004.

AC 311	ART 435	CE 570	CONT 132	CS 207
AC 420	ART 441	CECW 099	CONT 133	CS 210
AC 497	ART 464	CET 543	CONT 134	CS 213
AC 501	ART 494	CET 549	CONT 135	CS 214
AC 503	AST 490	CHEM 101	CONT 136	CS 225
ACP 501	BIO 102	CHEM 406	CONT 141	CS 290
ACP 502	BIO 120	CJ 575	CONT 160	CS 423
ACP 503	BIO 315	CJ 580	CONT 161	CS 425
ACP 504	BIO 421	CM 530	CONT 163	CS 465
ACP 505	BIO 470	CNSL 507	CONT 164	CS 490
ACTL 580	BIO 508	CNSL 510	CONT 165	CS 495
AFAM 212	BIO 509	COMM 316	CONT 166	CS 499
AFAM 345	BMS 113	CONT 100	CONT 167	CS 590
AFAM 424	BMS 321	CONT 101	CONT 168	DEEP 001
AFAM 469	BMS 322	CONT 104	CONT 169	ECON 311
ANTH 210	BMS 416	CONT 105	CONT 170	ECON 360
ANTH 215	BMS 450	CONT 120	CONT 172	ECON 465
ANTH 260	BMS 516	CONT 121	CONT 173	ECON 475
ANTH 452	BMS 550	CONT 122	CONT 181	ED 201
ART 215	BMS 562	CONT 123	CONT 199	ED 595
ART 341	BMS 592	CONT 130	CONT 580	EDEL 508
ART 412	CAPP 000	CONT 131	CONT 581	EDEL 512

EDEL 529	ESCI 480	ITBD 213	MUS 140H	MUS 529C
EDF 415	ESCI 490	ITBD 214	MUS 140J	MUS 536A
EDL 594	ESCI 519	ITBD 216	MUS 140K	MUS 536B
EDL 595	ESL 108	ITBD 217	MUS 140L	MUS 536C
EDL 732	ESL 109	JAPN 335	MUS 140M	MUS 540E
EDSC 414	ET 495	JAPN 336	MUS 140N	MUS 540F
EDSC 415	ET 501	JRN 381	MUS 140P	MUS 549
EDSC 505	ET 592	JRN 400	MUS 149	MUS 551
EDSC 586	ET 598	JRN 465	MUS 213	MUS 552
EDT 510	ETM 468	JRN 490	MUS 401A	MUS 552A
ENG 333	EXS 112	LLA 517	MUS 401B	MUS 552B
ENG 334	EXS 113	LTN 316	MUS 405	MUS 556
ENG 335	FIN 425	LTN 317	MUS 501A	MUS 557
ENG 339	FIN 450	LTN 347	MUS 501B	MUS 557A
ENG 347	FIN 490	MAT 515	MUS 501C	MUS 557B
ENG 360	FIN 499	MAT 516	MUS 501D	MUS 557C
ENG 365	FIN 500	MAT 517	MUS 502A	MUS 559
ENG 440	FR 304	MAT 566	MUS 502B	MUS 567
ENG 451	FR 305	MATH 101	MUS 502C	MUS 569
ENG 458	FR 316	MATH 106	MUS 503	MUS 570
ENG 463	FYE 100	MATH 110	MUS 503A	MUS 570A
ENG 475	FYI 100	MATH 400	MUS 503B	MUS 570B
ENG 476	FYS 103	MATH 477	MUS 503C	MUS 572
ENG 487	FYS 104	MATH 500	MUS 505	MUS 574
ENG 580	FYS 105	MATH 540	MUS 505A	MUS 575
ENG 583	GEOG 244	MATH 611	MUS 505B	MUS 579
ENG 584	GEOG 330	MATH 613	MUS 505C	MUS 579A
ENT 390	GEOG 448	MATH 614	MUS 506	MUS 579B
EPRP 099	GER 316	MATH 615	MUS 506A	NRSE 342
ESCI 100	GSCI 480	MATH 616	MUS 506B	PE 522
ESCI 102	HIST 329	ME 400	MUS 506C	PE 560
ESCI 121	HIST 383	ME 470	MUS 507	PES 310
ESCI 125	HIST 422	ME 487	MUS 507A	PHIL 125
ESCI 129	HIST 441	ME 488	MUS 507B	PHIL 240
ESCI 131	HIST 452	MFT 510	MUS 507C	PHIL 245
ESCI 135	HIST 460	MGT 395	MUS 508	PHIL 248
ESCI 141	HIST 496	MGT 462	MUS 509	PHIL 275
ESCI 221	HIST 530	MGT 473	MUS 512	PHIL 355
ESCI 223	HIST 540	MGT 495	MUS 515A	PHIL 368
ESCI 290	HON 450	MGT 573	MUS 515B	PHIL 382
ESCI 321	IELP 015	MIS 210	MUS 525	PHYS 360
ESCI 322	ITAL 441	MIS 220	MUS 526	PORT 000
ESCI 360	ITAL 476	MIS 465	MUS 528	PRCT 012
ESCI 424	ITAL 488	MIS 498	MUS 528A	PRCT 013
ESCI 425	ITAL 571	MIS 501	MUS 528B	PRCT 014
ESCI 431	ITBD 205	MKT 375	MUS 528C	PRCT 015
ESCI 442	ITBD 210	MKT 481	MUS 529	PRCT 020
ESCI 452	ITBD 211	MPRP 099	MUS 529A	PRCT 021
ESCI 460	ITBD 212	MUS 140	MUS 529B	PS 232

PS 338  
PS 501  
PSY 446  
PSY 458  
PSY 460  
PSY 546  
REC 168  
REL 250  
REL 256  
SET 490  
SET 590  
SOC 413  
SOC 426  
SOC 461  
SOC 477  
SPED 506  
SPED 510  
SPED 542  
STAT 520  
STAT 521  
STAT 522  
STAT 523  
STAT 525  
STAT 526  
STAT 527  
STAT 529  
STAT 570  
SW 440  
TE 540  
TLC 002  
TLC 003  
TLC 005  
TLC 005A  
TLC 005B  
TLC 005C  
TLC 005D  
TLC 007  
WGSS 316  
WGSS 330  
WGSS 334  
WGSS 461  
WGSS 469  
WPRP 100  
WRT 376  
WRT 483  
WRT 484