TO: All Members, University Curriculum Committee; Department Chairs
FROM: Mark Jackson, Chair, University Curriculum Committee
              832-2650; jacksonmae@ccsu.edu
SUBJ: Consent Agenda for 1st Round of Curriculum Meetings
DATE: Oct 2, 2013

A. Approve minutes of previous meetings

B. Announcements

I. New Subcommittee Chairs and Secretaries

Subcommittee	Subcommittee Chair	Secretary
A&S	Robbin Smith	Tom Burkholder
Business	Lisa Frank	Kuan Chiang
SET	Betsy Dobbs-McAuliffe	Betsy Dobbs-McAuliffe
SEPS	Carol Ciotto	Melissa Coleman
Gen Ed	Carl Knox	Mark Jones
Grad	Carlotta Parr	Carlotta Parr

II: New Shadow Catalog

www.ccsu.edu/admin

User name: catalog

Password: newcat

Click on the tab on the top right called "Unpublished" to see the shadow catalog

You can toggle back and forth between the current and unpublished catalogs by clicking on the "published" and "unpublished" tabs

III. Student Success Initiative

IV: Other Announcements

C: Items not approved by subcommittee

C 1.1	**Graduate Course Addition:** RDG 681 Literacy Instruction for English Learners 3 credits Admission to Sixth-Year Program in Reading and Language Arts, or permission of department chair. Students are introduced to theories, stages of second language acquisition, and social and academic challenges English Learners (ELs) face. Special emphasis is placed on specific models and literacy activities for teaching ELs and on differentiating instruction for ELs in the mainstream classroom in order to support their content knowledge and academic language development. This course is cross-listed with RDG 581. No credit may be received by students who have received credit for RDG 581. SEPS: deferred to GS GS: Not Approved Suggestions: • Meet with Dean Fitzgerald to consider revising the definition of a "bridge" course • Revise the course description for RDG 681	**(SEPS)** **(GS)**

D: Consent agenda

Engineering		
1.1	**Course Revision** ENGR 240 Spreadsheet and Engineering Problem Solving Tools Change title to "Computational Methods for Engineering" Prereqs: ENGR 150 (C- or higher); MATH 135 (may be taken concurrently) or MATH 152 (may be taken concurrently)	**AS SET**
English		

2.1	**Undergraduate Course Addition:** ENG 105 Enhanced Introduction to College Writing 3 credits Placement by Writing Placement Test, or permission of English Department Chair or Director of Composition, co-requisite with ENG 105P Introductory course in college-level academic writing for students who would benefit from additional individual and small-group writing instruction. Shares ENG 110's focus on reading and responding to complex sources; critical thinking; writing as a social act; use of evidence; academic conventions; and writing process. Supplemented by required two additional hours of basic writing instruction and tutorial assistance in ENG 105P. Satisfies first-year writing requirement. Students enrolling in a section of ENG 105 must enroll in the associated section of ENG 105P. Skill Area I	**(AS)** **(GE)**
2.2	**Undergraduate Course Addition:** ENG 105P Enhanced Introduction to College Writing Workshop 2 credits Placement by Writing Placement Test, or permission of English Department Chair or Director of Composition; ~~required~~ co-requisite with ENG 105. Required 2-hour workshop accompanying ENG 105, offering basic writing instruction and tutorial assistance to support and supplement work in ENG 105. Students enrolling in a section of ENG 105P must enroll in the associated section of ENG 105P.	**(AS)**
	In addition, the following amendments were recommended by subcommittee **Amend English General Prerequisites** to read: "ENG 105 or 110 or an equivalent is a prerequisite for all other English courses, except ENG 099, ESL 108, ESL 109. Students majoring in English or Journalism or minoring in English, Journalism, Cinema Studies, Writing, or Creative Writing must earn a grade of C- or better in ENG 110 before taking additional ENG, CINE, or JRN courses. ENG 298 is a prerequisite for all 300-level literature courses. ENG 398 is a prerequisite for all 400-level literature courses (this does not include 491 or 492)." **Amend ENG 110 Course Description** ENG 110 Introduction to College Writing 3 Introductory course in college-level academic writing focusing on reading	

complex sources and writing about them. Emphasis on critical thinking and inquiry; writing as a reflective, social act; locating, evaluating, and using evidence; and applying conventions of the academic community. Substantial guided practice with and discussion of writing as a process. ENG 110 or an acceptable equivalent is required of all students at CCSU. No credit for students who have passed ENG 105. Skill Area I

Amend ENG 110 enrollment policy to read:

"Enrollment Policies: A score of 450 on the writing or critical reading portion of the SAT (or 21 on the ACT) is needed to enroll in ENG 110; otherwise, the student will be required to complete ENG 099 (Remedial English) or ENG 105P prior to taking ENG 110. Students whose first or native language is not English should see the English Department Chair about alternatives to ENG 099. Students who have not completed their ENG 110 requirement prior to earning 61 credits are required to take both ENG 110 and 202."

Change the language of the CCSU general education to read:

I.   Communication Skills   6 credits
ENG 105 or ENG 110 required.* Students who have not completed ENG 110 prior to earning 61 credits are required to take both ENG 110 and ENG 202.

*All entering students are required to take ENG 105 or ENG 110, which are introductory courses in expository writing, unless exempt due to previous coursework.

Reading and Language Arts

3.1	**Graduate Course Addition:** RDG 581 Literacy Instruction for English Learners 3 credits	**(SEPS)** **(GS)**

Admission to M.S. in Reading and Language Arts, TSOL, Teacher Education and Special Education, or Sixth-Year Program, or permission of department chair.

Students are introduced to theories, stages of second language acquisition, and social and academic challenges English Learners (ELs) face. Special emphasis is placed on specific models and literacy activities ~~for teaching ELs~~ and on differentiating instruction for ELs in the ~~mainstream~~ regular education classroom in order to support their content knowledge and academic language development.