

Central Connecticut State University

UNIVERSITY SENATE ACTION

Senate Motion Number FS 13.14.003B

TO: President Jack Miller

FROM: President of the University Senate

1. The attached motion of the University Senate, dealing with: **October 2013 Curriculum Committee Report** is presented to you for your consideration.

2. This motion was adopted by the University Senate on **10/14/2013**.

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 **10/15/2013**, Senate action reported to the President of the University. (Within five school days of the session in which they are adopted).

b) By **10/29/2013**, the President of the University to return the motion to the President of the Senate. (Within ten school days of its receipt).

10/14/2013

Date



Stephen Cohen, President, University Senate

ENDORSEMENT:

TO: President of the University Senate

FROM: President Jack Miller

1. Motion Approved : _____ ✓

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

3. Action "is deferred": _____

4. Resolution Noted: _____

5. Other: _____

10/25/13
Date



President Jack Miller

TO: Faculty Senate
 FROM: Mark Jackson, Chair of the University Curriculum Committee
 DATE: Oct 14, 2013

On Oct 2, 2013, the Curriculum Committee met and approved the following items. On behalf of the Curriculum Committee, I submit these items for the approval of the Faculty Senate at its meeting on Monday, October 14, 2013.

Engineering		
1.1	<p>Course Revision <u>ENGR 240 Spreadsheet and Engineering Problem Solving Tools</u></p> <p>Change title to “Computational Methods for Engineering”</p> <p>Prereqs: ENGR 150 (C- or higher); MATH 135 (may be taken concurrently) or MATH 152 (may be taken concurrently)</p>	
English		
2.1	<p>Undergraduate Course Addition: <u>ENG 105 Enhanced Introduction to College Writing 3 credits</u></p> <p>Approved with the following amendments (shown in red)</p> <p>Prereqs: Placement by Writing Placement Test, or permission of English Department Chair or Director of Composition, co-requisite with ENG 105P</p> <p>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</p>	

<p>2.2</p>	<p>Undergraduate Course Addition: <u>ENG 105P Enhanced Introduction to College Writing Workshop 2 credits</u></p> <p>Prereqs: Placement by Writing Placement Test, or permission of English Department Chair or Director of Composition; co-requisite with ENG 105.</p> <p>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 105.</p>	
	<p>In addition, the following amendments were recommended by subcommittee</p> <p>Amend English General Prerequisites at the top of the catalog page for English to read:</p> <p>“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 105 or ENG 110 before taking additional ENG, CINE, or JRN courses.</p> <p>ENG 298 is a prerequisite for all 300-level literature courses.</p> <p>ENG 398 is a prerequisite for all 400-level literature courses (this does not include 491 or 492).”</p> <p>Amend ENG 110 Course Description</p> <p>ENG 110 Introduction to College Writing 3</p> <p>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</p> <p>Amend ENG 110 enrollment policy to read:</p> <p>“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</p>	

	<p>ENG 110 requirement prior to earning 61 credits are required to take both ENG 110 and 202.”</p> <p>Change the language of the CCSU general education to read:</p> <p>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.</p> <p>*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.</p>	
<p>Reading and Language Arts</p>		
<p>3.1</p>	<p>Graduate Course Addition: <u>RDG 581 Literacy Instruction for English Learners</u> 3 credits</p> <p>Prereqs: Admission to a M.S. in Reading and Language Arts, TESOL, Teacher Education, or Special Education; or permission of department chair.</p> <p>Students are introduced to theories, stages of second language acquisition, and social and academic challenges English Learners (ELs) often face. Special emphasis is placed on specific models and literacy activities and on differentiating instruction for ELs in the regular education classroom in order to support their content knowledge and academic language development.</p>	