

## MEMORANDUM

TO: Dr. Ana Borger-Greco  
Faculty Senate Chairperson

FROM: Vilas A. Prabhu  
Provost and Vice President  
for Academic Affairs

DATE: October 19, 2011

SUBJECT: APPROVAL OF FACULTY SENATE CURRICULAR RECOMMENDATIONS

As the President's designee, I am informing you of the approvals of the following Faculty Senate Curricular Actions.

### **Faculty Senate action at September 20, 2011, meeting:**

#### **New Graduate Course(s):**

##### **EMGT 629 – GIS Applications for Emergency Management**

- 3 credits, elective course for the M.S. Emergency Management and M.S. Integrated Scientific Applications programs.
- DISTANCE LEARNING FORMAT
- CIP CODE: 45.0702
- Faculty Load: To be scheduled within existing complement.

**Approved, Effective Winter/Spring 2012**

### **Faculty Senate action at October 4, 2011, meeting:**

#### **New Graduate Course(s):**

##### **ENGL 660 – Teaching ESL Listening and Speaking**

- 3 credits, elective course for M.A. and M.Ed. English programs.
- CIP CODE: 23.1304
- Faculty Load: To accommodate this new course within existing complement, the department will offer this course every year in rotation with ENGL 464/664.

**Approved, Effective Winter/Spring 2012**

## **Faculty Senate action at September 20, 2011, meeting:**

### **Changes in Undergraduate Courses/Curricula:**

#### **Revision to Undergraduate General Education – Writing Designation**

The description of the W component (page 7 of the General Education Program) has been edited to **better describe** the role that the writing courses play in the General Education Curriculum. The new phrasing also aligns the W description with those of the P and D courses. It does not change the criteria for assigning a W designation in the course approval process.

#### **Academic Program: Undergraduate Studies**

##### **GENERAL EDUCATION PROGRAM**

Page 7 of 12

Guidelines for General Education Courses

#### **Significant Writing Component Guidelines "W"**

~~Rationale: The writing component of general education is designed to ensure that undergraduate students have the opportunity to develop competence and confidence in their writing skills.~~ The Writing component is a requirement of the Connections and Exploration component of general education. Courses carrying a "W" designation are designed to develop skills and habits of writing to enable students to communicate confidently and effectively in print and/or new media environments. The courses expose students to expectations appropriate to specific disciplines, while encouraging the use of clear language, credible and relevant sources, and awareness of context and purpose in the development of well-reasoned texts.

Description: The following guidelines apply to all Writing Intensive ("W") courses beginning in fall 2008:

1. Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
2. Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include:
  - a) a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis.
  - b) short analytical essays that explore a topic with reasoned evidence and informed opinion.
  - c) position papers prepared by students that address pros and cons of controversial topics.
  - d) microthemes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two.
3. Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors' feedback on students' writing will contribute to effective revision and encourage students to develop effective self- assessment.
4. Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.

The above guidelines are designed to lead students to more fully appreciate the writing process, a process which includes writing, rewriting, editing, and revision. Courses with a 'W' designation must continue to demonstrate the importance of writing in both individual learning and group communication.

## **Faculty Senate action at June 7, 2011, meeting:**

### **Changes in Undergraduate Courses/Curricula continued:**

**The Art department has withdrawal the request to renumber ART 312 - Survey of Art History from 312 to 212.**

Rationale: The Art department curriculum committee and at the department level as well, would like the designation of Survey of Art; ART 312 remain the same (as opposed to changing to 212), while maintaining the course's recently approved status as prerequisite for upper level art history courses. The department is going through transforming their curriculum to meet accreditation recommendations, to support general education demands, and to address financial implications related to curriculum restructuring.

**Correction:** The CIP CODE for the new course recently approved for winter/spring 2012 (10/26/11 memo); SPED 452 – Individualized Education Planning: Focus on Transition for Students with Mild to Moderate Disabilities was incorrectly recorded on the course proposal. The appropriate code should be **13.1007**.