

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

Proposal # 07-17	Title: REVISIONS to GenEd English Courses
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(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

Received by ACAD Senate Forwarded to Teacher Ed Council	Date 2/26/08	Approved _____ Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date 3/5/08
Forwarded to Gen Ed Committee	2/26/08	Signature _____ <i>w/changes</i> Date 3/5/08 <i>see sheet</i> Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date _____
Returned to ACAD Senate Forwarded to Curriculum Committee	3/10/08 3/10/08	Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date _____
Returned to ACAD Senate for Vote	4/2/08	Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date _____
Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting	4/30/08 with ENED III disapproved NA	Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date 5/13/08
Forwarded to Provost for Approval/Disapproval	5/13/08	Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date 5/13/08
Forwarded to Chancellor for Approval/Disapproval	_____	Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Approved <input checked="" type="checkbox"/> Disapproved _____ Signature _____ Date 5/13/08
Copies sent to originating college and registrar's office C:/data/proposaltracking sheet ACAD 10 10 01	_____	_____

COURSE REVISION FORM

NEW x DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Education, Arts and Sciences and Nursing Program Area English Date 2/1/08

Submitter [Signature] Dean [Signature] Date 2/28/08
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): Regents policy 301.16: Writing Proficiency, effective Fall 2007 defines a standard (defined by several alternative tests) for full admission to four year programs in the university system. ENGL 09X : Developmental Writing is intended to provide students who do not fully meet college level writing expectations an opportunity to develop the writing proficiency expected for college level work, and required for admission to four year programs. Placement will be by the same tests, using the same cutoff measurements, established for full admission to four year programs. In accord with Policy 301.16 (1, E., 2.) students who complete ENGL 09x with a grade of C- or better will meet the proficiency requirement for full admission to a four year program.

College: Education, Arts and Sciences, and Nursing

Date: February 1, 2008

Course Prefix & No.: ENGL 09x

Course Title: Developmental Writing

Credits: 3

Required by:

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): This course is intended for students who are not fully prepared to meet college writing expectations. Activity requirements may differ from one student to another because of differences in developmental needs. However, all students will be expected to write and revise essays, of varied length, from various prompts. To complete Developmental Writing satisfactorily, students must demonstrate the ability to write a persuasive essay. Placement will be by University System Writing Assessment, ACT or SAT examination. Students who make progress but do not complete all requirements in their first semester will receive a grade of In Progress, and may repeat the course once. No prerequisites.

Course Outcome Objectives: Students will learn to write persuasive essays, demonstrating an acceptable understanding of the requirements of proof and logic, organization, audience awareness, vocabulary, syntactical and mechanical control, and usage.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW x DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Education, Arts and Sciences, and Nursing Program Area English Date Feb. 8, 2008

Submitter: [Signature] Signature Date 2/25/08
Dean: [Signature] Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): Regental action establishing writing proficiency expectations for students who wish to enter baccalaureate programs (See Policy 301.16: Writing Proficiency), but not for associate degree students implies recognition that the needs of associate degree students may differ from those of baccalaureate students. ENGL 100: Elementary Technical Writing is proposed to meet ~~the~~ related skills need for students enrolled in terminal associate degree programs. ENGL 100 is not designed as an alternative Developmental Writing course for students who wish to prepare to meet the prerequisite requirements for College Writing; students with that goal should enroll in ENGL 09x: Developmental Writing.



Please provide the following information:

College: Education, Arts and Sciences

Program Area: English

Date: Feb. 8, 2008

Course Prefix & No.: ENGL 100

*Change language to:
(AAS) Applied Science &
Certificate degree
programs*

Course Title: Elementary Technical Writing

Credits: 3

~~_____~~
**(please see attachment)*

Required by: May be required to meet graduation requirements in A.A.S. programs.

Selective in: Cannot be used to meet any degree or graduation requirements for an associate of science, associate of arts, bachelor of arts or bachelor of science degree.

Elective in: May be elective in B.A.S. programs

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): Intended to meet the needs of A.A.S. students who do not plan to transfer to other degree programs or institutions, Elementary Technical Writing is designed to introduce students to common forms of work related writing, such as memoranda, letters, reports, and proposals.

Students Please Note: This course may be used to satisfy degree and graduation requirements in Associate of Applied Science (A.A.S.) degrees. It can also be used for elective credit in Bachelor of Applied Science (B.A.S.) degrees; however, it cannot be used to satisfy any degree or graduation requirement for an associate of science, an associate of arts, a bachelor of arts or a bachelor of science degree.

Course Outcome Objectives:

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

COURSE REVISION FORM

NEW _____ DROPPED MAJOR REVISION _____ FOR INFORMATION ONLY _____

College E, A&S, N Program Area English Date _____

Submitter [Signature] Dean [Signature] Date 2/28/08
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):
The proposal is to drop English 111 from the catalog and to rework English 112 to be the written composition course to fulfill the General Education requirement.

Please provide the following information:
College: Education, Arts & Sciences, and Nursing
Program Area: English
Date: 3-5-07
Course Prefix & No.: English 111

*4-29-08
ACAD NOT dropping ENGL 111 -
Senate approved*

Course Title: Written Composition I
Credits: 3

Required by:

Selective in:
Elective in:
General Education:

Lecture:
Lecture/Lab:
Gradable Lab:
Contact hours lecture:
Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

Course Outcome Objectives:

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION x _____ FOR INFORMATION ONLY _____ old

College ~~Education, Arts and Sciences, and Nursing~~ Program Area English _____ Date 02/1/08

Submitter _____ Dean Jim Hugin Date 2/28/08
Signature _____ Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): A revision stipulating placement requirements (or completion of Developmental Writing) is needed. Both placement tests and cutoff scores will be aligned with Regents Policy 301.16: Writing Proficiency testing requirements to determine eligibility for full admission to four year programs.

Please provide the following information:

College: Education, Arts and Sciences, and Nursing

Program Area: English

Date: 2/1/08

Course Prefix & No.: ENGL 112

Course Title: Written Communication II

Credits: 3

Required by: General Education

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:3

Contact hours lab:

Current Catalog Description (include all prerequisites): Emphasizes argumentation and research writing. Students will write at least six essays and a significant research paper including a thorough bibliography. Students will be introduced to library research methods, the avoidance of plagiarism, and formal documentation. Prerequisite: ENGL 111.

Proposed or New Catalog Description (include all prerequisites): Emphasizes argumentation and research writing. Students will write at least six essays and a significant research paper including a thorough bibliography. Students will be introduced to library research methods, the avoidance of plagiarism, and formal documentation. Prerequisite: Completion of ENGL 09x: Developmental Writing with grade of C- or better, or a minimum score of 7 on the writing subscore or 18 on the combined English/Writing section of the optional writing test of the ACT; or 7 on the essay or 440 on the writing section of the SAT; or 3.5 on the Montana University System Writing Assessment; or 3 on the AP English Language or the AP Literature examination.

Course Outcome Objectives:

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

Updated 09/29/05

The following language should be added to the catalog description:

This course is intended for AAS-degree students enrolled in vocational programs who are not planning to transfer to other degree programs or institutions..

4-11-09

Outcomes
for Eng 100

ENGL 100 Outcomes

The general objective of English 100 is to prepare students to recognize recurrent occasions for work related writing, and to give students practice in common forms of writing for the workplace.

1. Students will learn to assess audience and situation to determine the appropriate form (e.g. email vs. print letter), tone and content for a work related communication.
2. Students will learn to organize their writing in common work related forms, including memoranda, letters, and reports.
3. Students will learn strategies for recurrent work related writing situations, including writing job application materials, giving instructions, reporting, and making a proposal.

Attached
5/16/09

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College F A&S and N Program Area English Date 3/24/07

Submitter _____ Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A significant number of our students at Montana State University – Northern do not write at university level. 124 students as of 8/4/05 scored 17 or below on the English area of the ACT with 62 of those students scoring 14 or below. As of December 13, 2005, the Board of Regents acknowledged this situation by issuing Section 301.16 Writing Proficiency which sets out that students entering into 4 year institutions must satisfy a writing proficiency standard.

Please provide the following information:

College: Education, Arts & Sciences and Nursing

Program Area: English

Date:

Course Prefix & No.: ENGL 09X

Course Title: Developmental Writing

Credits: 3

Required by:

Selective in:

Elective in:

General Education: Prerequisite for ENGL 112

Lecture:

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites): N/A

Proposed or New Catalog Description (include all prerequisites):

This course is required for students whose writing skills are below the university level. The course reviews grammar, punctuation, sentence and paragraph formation, and the development of a coherent essay. Students must pass the class with a C- or better to be able to take ENGL 112. This class may be repeated as necessary.

Course Outcome Objectives:

The students will be able to write clear, accurate sentences and paragraphs. The student will be able to use sentences and paragraphs to write complete and coherent essays. The student will be prepared to enter into the university level English composition class and will have the skills to be successful in that class.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

*4/16/08
attached*

**Proposed Course Outcomes
MSU-N English 09X**

As a result of taking this course, a student should be able to understand, apply, and/or demonstrate

1. Readiness to succeed in MSU-N English 112, including
 - a. confidence and willingness to explore ideas in writing
 - b. ability to expand ideas to produce longer pieces of writing
 - c. achievement of a "C" or higher in English 09X
2. An understanding of the basic terminology used in composition
3. Conventions of standard American English, especially
 - a. Grammatically complete sentences
 - b. Subject/ verb agreement
 - c. Parallel structure
 - d. Pronoun use
 - e. Punctuation
4. The process of writing, including
 - a. generating appropriate topics
 - b. planning and pre-writing
 - c. drafting
 - d. revising
 - e. editing
5. Selected methods of organizing college writing, including a persuasive essay.

4-16-08
attached

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION x _____ FOR INFORMATION ONLY _____

College Education, Arts and Sciences, and Nursing Program Area English Date 02/1/08

Submitter _____ Dean _____ Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): A revision stipulating placement requirements (or completion of Developmental Writing) is needed. Both placement tests and cutoff scores will be aligned with Regents Policy 301.16: Writing Proficiency testing requirements to determine eligibility for full admission to four year programs.

Please provide the following information:

College: Education, Arts and Sciences, and Nursing

Program Area: English

Date: 2/1/08

Course Prefix & No.: ENGL 112

Course Title: English Composition

Credits: 3

Required by: General Education

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Gradable Lab:

Contact hours lecture:3

Contact hours lab:

Current Catalog Description (include all prerequisites): Emphasizes argumentation and research writing. Students will write at least six essays and a significant research paper including a thorough bibliography. Students will be introduced to library research methods, the avoidance of plagiarism, and formal documentation. Prerequisite: ENGL 111.

Proposed or New Catalog Description (include all prerequisites): Emphasizes argumentation and research writing. Students will write at least six essays and a significant research paper including a thorough bibliography. Students will be introduced to library research methods, the avoidance of plagiarism, and formal documentation. Prerequisite: successful completion of ENGL 09x: Developmental Writing, or must meet the minimum requirements as outlined in the BOR policy 301.16

Course Outcome Objectives:

See attached.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

*4/16/08
attached*

Outcomes Statements for English Composition

DRAFT

Engl 112
outcomes

Courses that transfer as the foundational freshman composition course focus on rhetorical knowledge, knowledge of conventions, and critical thinking, reading, research and writing process skills.

Upon completing English Composition (1xx), students are able to:

1. Use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process.
2. Formulate an assertion about a given issue and support that assertion with evidence appropriately.
3. Focus on a purpose appropriate to different writing situations, including different audiences.
4. Use conventions of format and structure appropriate to the rhetorical situation.
5. Develop competence in the use of the conventions of language and forms of discourse, including grammar, syntax, punctuation, spelling, and mechanics.
6. Understand the purpose and use of documentation systems.
7. Understand that it usually takes multiple drafts to create and complete a clear, meaningful, and fluent text. Develop multiple, flexible strategies for writing, particularly inventing, organizing, drafting, revising, and copyediting.
8. Learn to give and receive feedback on written texts, working collaboratively.
9. Read texts thoughtfully, analytically, and critically in preparation for writing tasks.
10. Understand research as a process of gathering, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. Integrate their own ideas with those of others.

4/11/08
Collected