

**MINUTES OF THE
IUP UNIVERSITY SENATE**

April 21, 2009

Chairperson Broad called the April 21, 2009, meeting of the University Senate to order at 3:30 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Baum, Dugan, Farag, Felter, McFerron, Pike, Rittenberger, Rosenberger, Schwietz, Scott, and Zuraikat.

The following Senators were absent from the meeting: Baker, Beck, Cekada, Clutter, Condino, Gossett, Novels, Peavler, Peterson, Schroeder, Shyrock, Wick, Wisnieski, and Zorich.

The minutes of the March 24, 2009 meeting were **APPROVED**.

Agenda items for the April 21, 2009, meeting were **APPROVED** as amended with changes in the UWUCC report reflecting credits on the proposed side of the Social Studies Ed – History, Sociology, Anthropology, Geography, & Economics totaling 123; on the proposed catalog description for HPED 492 – the removal of HPED 343 as a prerequisite; on the English/Film Studies Track, the controlled electives should total 18cr; the total controlled electives for the English/Writing Studies Track should be 21 cr; the free electives for the on the Proposed Economics/Pre-Law should be 15-27 cr; and the required major totals for this track should be 15-21cr; the major requirements for on the proposed History/Pre-Law should be 33 cr, with the Pre-Law total being 12-21 and the free electives being 10-25; on the Social Studies Ed/Economics Track the History line should be removed from the current and proposed sides; Major Required total should be 18 on current and proposed sides, also on both sides (2) goes after the word Minor and 6cr goes where (2) was listed, Footnote 2 was changed; the omission of the word ‘Studies’ from the English Studies major references both in the rationale and catalog description were approved.

REPORTS AND ANNOUNCEMENTS

President’s Report

Good afternoon. I am pleased to be here to update you on some late breaking University news.

IUP has received a \$2.5 million gift from alumni Robert E. Cook, the benefactor of the Robert E. Cook Honors College. These funds will be used for continued support of the Cook Honors College, which is the only endowed honors college in Pennsylvania. To date, Mr. Cook has made donations of almost \$10 million for the Cook Honors College.

This year marks the 10th anniversary of the first graduating class of the Cook Honors College, and Mr. Cook will be on campus to celebrate this event. He has also agreed to serve as this year’s May commencement keynote speaker. I look forward to hearing his remarks.

I am also pleased to welcome Dr. Timothy Mack as the university's new dean of the school of graduate studies and research and tenured professor of biology. Dr. Mack will be joining the IUP community on July 1. Dr. Mack comes to IUP from Georgia Southern University, Statesboro, Ga., where he serves as dean of Jack N. Averitt College of Graduate Studies. I want to offer my sincere appreciation to Dr. David Myers, who has served as interim dean since June 2008, and to the members of the search committee for their diligence and fine work.

I also want to recognize Mrs. Lynn Iams Barger, IUP associate vice president for development, who has accepted my invitation to serve as acting vice president for university relations and acting executive director of the Foundation for IUP effective May 15.

Dr. Robert Davies, who has served as vice president for university relations and executive director of the Foundation for IUP since 2006, has accepted the position of president of Eastern Oregon University. He will begin his new position there on July 1. We will celebrate Dr. Davies' excellent work at IUP with a farewell reception on May 12 at 3:30 p.m. in the Blue Room.

Most recently, IUP was selected by *Diverse Issues in Higher Education* as one of the top 12 doctoral universities with the largest share of female tenured professors. IUP is the only Pennsylvania institution in the top 12 ranking.

IUP was also selected as one of the "top 100" institutions producing the most minority recipients of graduate and professional degrees in the nation in 2008. IUP was ranked 46th in the nation, recognized for its 166.7 percent increase in master's degrees in psychology from 2007 to 2008.

I look forward to seeing many of you again Thursday afternoon when we celebrate the more than 126 members of our faculty community who have published works or completed creative projects over the past year. This number is almost double the number of individuals honored in past years, and certainly speaks volumes to the productivity and commitment of our faculty.

Lastly, as we near the end of the spring semester, I want to express my sincere appreciation to all of you for your continued work and commitment to the successes of our students and the health and growth of our university. I look forward to celebrating the academic progress of our graduates with you on May 3.

Provost's Report

Curriculum Revisions

In response to the Senate recommendations from the March 24, 2009 meeting, I accept the following:

From the University-Wide Graduate Curriculum Committee:

- A. New Master of Arts in Spanish from the department of Spanish in the College of Humanities and Social Sciences

- Although I approve the 500 and 600 level courses, which are proposed with the program, they will not be offered until the relevant program has been approved by the Board of Governors.

The new programs and major revisions will be presented to the Council of Trustees for action at the May meeting.

Announcements

- Dr. Bharathan, Narayanawamy (Biology) was awarded \$40,006 from the State System of Higher Education in support of the National Science Foundation Robert Noyce Scholarship program.
- Ms. Lisa Brochetti (Career and Technical Center) was awarded \$131,783 from the Pennsylvania Department of Education in support of the New Choices/New Options program.
- Ms. Jane Gardner was awarded \$60,000 from the Commonwealth of Pennsylvania, Department of Community and Economic Development in support of the Customized Job Training (CJT) – Curtis-Wright Electro-Mechanical Corporation program.

Chairperson's Report

We have an extensive agenda today, so I'll be brief. I expect we all know what it's like to get to the end of the year and discover we still have a lot of essential stuff to cover before the exam, and it looks like that's what we're doing today.

Still, I do want to announce that the University Senate now has an office of its own: room 416 in Sutton Hall. There is even furniture in the office and a nearby place for small meetings. We don't yet have a telephone or a computer, let alone anyone to staff the office, but one thing at a time. Rome wasn't built in a day.

I wanted to mention it, because it is my hope that we can keep Senate records there in a central place. We do have two large filing cabinets, and if any committee has old records that need to be kept but are just taking up space where they are, we should arrange to move them. If any committee wants to make use of the office, we can get you a key. For now just Tressa and I have them.

I also want to take a couple of minutes at this, the last meeting of the year, to thank some people who have been very important to the running of the Senate, and who will not be back in the fall.

First, our vice chair Josh Moss, who will soon be telling us about next year's student government. He will be going on to the next stage in his life next year, and I'm sure we all wish him well. Can we please give him a round of applause...

Then, it is with heavy heart but infinite gratitude that I say goodbye to Tressa Wright, who is not leaving IUP, but she is leaving the Senate. She has made the Senate work for the last couple of years, and it's going to be extremely hard to replace her. I think she deserves thanks from every one of us (applause)...

Now, on to Josh's report...

Vice-Chairperson's Report

STANDING COMMITTEE REPORTS

Rules Committee (Senator Wright)

The Senate committee elections should be up and running on Wednesday morning and will close Monday evening. Please watch for your email and make sure you vote. The Rules Committee will meet next Tuesday, April 28 at 3:30pm in Wilson Hall conference room.

University-Wide Graduate Committee (Senators Piper and Baumer)

FOR INFORMATION:

1. The UWGC approved EDUC 781: Leadership in the School, COUN 626: Career Education in the Schools, and MKTG 603: Marketing Management to be offered as distance education courses.
2. ACCT 607 Management Accounting approved to offered as distance education.
3. SOC 781/881 Leadership Across Cultures approved to offered as distance education.

FOR ACTION:

APPROVED

1. The UWGC moves that the Catalog Start Term for the revised Master of Arts in Employment and Labor Relations be changed from Fall 2009 to Summer 2009. APPROVED
2. The UWGC moves that EDEX 478/578 and EDEX/469/569 be approved to offered as dual level courses. Please note that these courses were approved for dual level offering by the UWUCC and the UWGC in Spring 2008. They were accidentally left off of the Senate Agenda at that time. APPROVED
3. The UWGC moves that ANTH 415/515 be approved to offered as a dual level course. APPROVED
4. **Name of Program:** PhD in English Composition and TESOL APPROVED
Sponsoring Department: English
Catalog Start Term: Summer Session One 2009
Today's date: April 14, 2009

Please revise course descriptions to reflect removal of prerequisites for the following four courses:

ENGL 846 Advanced Seminar in Literacy
Course Description

3 cr.

Explores a single topic in depth in the fields of Composition and TESOL. Topics are announced in advance and have included narrative inquiry, writing centers, computers in

composition, alternative research methods, discourse analysis, and assessment. May be taken more than once.

Rationale

The current prerequisite (Any one of ENGL 823, 824, 825, 830, 831, 833) should be removed because this is a variable topics course that does not necessitate a specific course prerequisite. The students' selection of this course will be handled through advisement.

ENGL 848 Advanced Topics in Linguistics

3 cr.

Course Description

Explores a single topic in depth. Topics are announced in advance and have included language history and change, pragmatics, oral and written discourse, stylistics, discourse analysis, and cross-linguistic patterns in language structure and use. May be taken more than once.

Rationale

The current prerequisite (ENGL 803 or 805) should be removed because this is a variable topics course that does not necessitate a specific course prerequisite. The students' selection of this course will be handled through advisement.

ENGL 723/823 Second Language Teaching

3 cr.

Course Description

Considers trends, issues, and research in second language teaching and assessment; also considers ways teachers can explore teaching beliefs and practices.

Rationale

The current prerequisite (ENGL 640) should be removed because it is a leftover from the previous program and is no longer applicable since our program revision in 2000; there is no longer a course numbered 640. No equivalent course is necessary as a prerequisite for this course.

ENGL 696 Internship in ESL/EFL

3 cr.

Course Description

Consists of one semester of supervised teaching, tutorial activities, and materials preparation for nonnative English-speaking students. The purpose of the practicum is to demonstrate the candidate's preparation for teaching English as a second or foreign language.

Rationale

The current prerequisite (Permission of the director of RL Program) should be removed because it is a leftover from the previous program and is no longer applicable since our program revision in 2000; there is no longer a course numbered 640. The students' selection of this course will be handled through advisement.

5. **Revised as Anthropology Department Dual Listed Course**
Department of Anthropology
Catalog Start Date: Spring 2009

APPROVED

Catalog Description

ANTH 415/515: Cultural Resource Management 3c-01-3cr

Provides an understanding of how cultural resources are being preserved and managed under current American laws and regulations with particular emphasis on historic properties, such as historic buildings and archaeological sites. Case studies and field trips are incorporated so that students gain a thorough understanding of key problems and issues in historic preservation and cultural resource management.

Prerequisites: Permission of instructor

Rationale:

This course is a general introduction into the field of Cultural Resource Management designed to introduce non-specialist students to the field. It has been a requirement for junior and senior level Archaeology Track undergraduates and has also been of interest to graduate students in related departments including History and Geography and Regional Planning when taught as a graduate level Special Topics class. Students in those fields often find that their career paths require them to have a basic knowledge of the laws and procedures related to historic preservation and cultural resource management. For this reason it is important to have a course available for those students. The new MA in Applied Anthropology has advanced seminar courses in Cultural Resource Management and Historic Preservation designed for students with specialized knowledge in these fields and are not appropriate for undergraduates or non-specialist graduate students. For this reason, we have created a graduate version of ANTH 415.

6. **Variability of Delivery for: Health Service Administration**
Sponsoring Department: Industrial and Labor Relations
Catalogue Start Term: Fall 2009

APPROVED

Summary & Rationale:

The purpose of this proposal is to request approval of an off-campus education site for the graduate Program in Health Services Administration (HSAD). The Departments of Nursing and Allied Health Professions (NAHP) and Industrial and Labor Relations (ILR) currently offer a collaborative program in Health Services Administration on the Indiana Campus. These two Departments propose to offer the 36 credit Master of Science program in HSAD at the Monroeville Center of IUP, Monroeville, Pennsylvania beginning with the Fall Semester, 2009.

Under this plan, the current HSAD program will be delivered by teaching two courses per semester, and one per summer, on alternating Saturdays, to a cohort of approximately 20 students, in a fully equipped classroom at the Monroeville Center in Monroeville, Pennsylvania. The admission policies and curriculum will be identical to the one listed in the current IUP School of Graduate Studies and Research catalog. The variability in

delivery only applies to the program delivery proposed on the new off-campus site in Monroeville. While teaching at the Monroeville campus, HSAD will not be delivered at the main campus; therefore no new resources will be needed.

It is understood that a cohort model involves a single group of part-time students admitted to a program of study at the same time, who progress through the program of study together as a discreet group, and who finish that program at the same time. No changes to the existing graduate program are proposed. The program offered at Monroeville will begin only after the current HSAD program is completed on the main campus.

- 7. Program Revision for: Master of Education: Education of Exceptional Persons – M.Ed. and Special Education Certification** **APPROVED**
Sponsoring Department: Special Education and Clinical Services
Catalogue Start Term: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the Master of Education, Education of Exceptional Persons Program for M. Ed. Students Seeking Pennsylvania Special Education Certification. We are proposing four changes to the current program. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised certification guidelines that require teachers to hold content area certification in addition to special education certification.

First, we have replaced EDEX 516, 517, 518, and 519 with EDEX 578 and EDEX 569. EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury has been created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities. EDEX-578 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities has been created by combining EDEX 517-Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 518-Education of Persons with Physical or Multiple Disabilities. Course proposals for these dual-level courses were submitted through the University Undergraduate Curriculum Committee and were approved during the Spring, 2008 semester. EDEX 569 and EDEX 578 are comparable to characteristic courses (one for students with low-incidence disabilities and one for high-incidence disabilities) in most special education programs.

Second, we will revise the Professional Development Area, eliminating the categories of Humanistic Studies and Behavioral Studies. This change will allow students to have more flexibility in the non-major courses they complete. The electives can be tailored to their interests and background. Each student will complete 12 elective credits. This will allow them to complete a specialization area or to select courses from the Approved List. The Approved List includes courses from Education of Exceptional Persons (515, 560), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator. Many of these courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.

Third, we will limit the requirement for students to take EDEX 650 Exceptional Children and Youth, EDEX 785 Practicum and Internship (mild), and EDSP 748 Advanced Studies in Behavioral Disorders. Most students seeking a second area of certification have prior training in these areas. Students who do not have elementary education certification may need coursework beyond the minimum requirements. Based on a review of transcripts at admission, individual programs will be designed on a case-by-case basis.

Finally, we will reduce the total number of credits from 48 credits to 36 credits by combining four courses into two courses and eliminating overlap in required courses. This will make the program competitive with comparable Master’s programs.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted. The proposed changes will eliminate overlap in the program. The proposed program still meets teacher certification guidelines from the Pennsylvania Department of Education.

Summary of Proposed Changes

PRPROPOSED PROGRAM	CURRENT PROGRAM
<p>EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities</p> <p>EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities</p> <p>EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship (severe) GSR 615 Elements of Research Elective Elective Elective</p>	<p><u>EDEX 516 Education of Persons with Emotional or Behavioral Disorders</u> <u>EDEX 517 Education of Persons with Mental Retardation or Developmental Disabilities</u> <u>EDEX 518 Education of Persons with Physical Handicaps or Multiple Disabilities</u> <u>EDEX 519 Education of Persons with Learning Disabilities or Brain Injury</u> <u>EDEX 650 Exceptional Children and Youth</u> EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities <u>EDEX 753 Research in Special Education</u> EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship (severe) <u>EDEX 785 Practicum and Internship (mild)</u> <u>EDSP 748 Behavioral Problems</u> GSR 615 Elements of Research Humanistic Studies (3credits from FDED)</p>

<p>Elective or EDEX 795 Thesis</p> <p>NOTE: Students may choose electives from an Approved List including EDEX 515, 560, 753, EDSP 704, 746, 747, 748; COUN 629, 639 or other relevant courses with approval of the Program Coordinator</p> <p>These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).</p> <p>Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.</p>	<p><u>Behavioral Studies (3credits form EDSP or COUN)</u></p> <p>NOTE: <u>Underlined courses in EDEX, COUN, and EDSP will be on the Approved List for electives</u></p> <p>These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).</p> <p>Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.</p>
---	---

Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed.degree; (d) those who wish to seek initial certification in special education through the Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students with Seeking Pennsylvania Special Education Certification

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities, or Brain Injury
EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities
EDEX 558 Vocational Preparation and Transition for Youth with Disabilities
EDEX 752 Assessment of Persons with Disabilities
EDEX 754 Advanced Instructional Design in Special Education
EDEX 755 Professional Collaboration and Team Building for Special Educators
EDEX 785 Practicum/Internship (severe)
GSR 615 Elements of Research
Elective from Approved List
Elective from Approved List
Elective from Approved List
Elective from Approved List or EDEX 795 Thesis

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).

Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

Brief summary of each major change:

1. Four "characteristics" courses on exceptionalities will be reduced to two courses, one addressing all mild disabilities and one addressing the severe range of disability.
2. Revision of the Professional Development Area, eliminating the categories of Humanistic Studies and Behavioral Studies. This will allow them to complete a specialization area or to select courses from the Approved List. These courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.
3. Given the recent Pennsylvania Department of Education teacher certification changes which require graduates to hold another certification prior to entering this program, redundant courses will no longer be requirements at the masters level.
4. Given the requirement that all entering students hold one teacher certification prior to beginning the special education certification-only program, the total number of required credits is decreased from 30 to 15

- 8. Program Revision for:** Education of Exceptional Persons – Certification-only program
Sponsoring Department: Special Education and Clinical Services **APPROVED**
Catalogue Start Term: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the graduate program for students holding content area certification who are seeking Pennsylvania Special Education Certification at the graduate level. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised certification guidelines that require teachers to hold content area certification in addition to special education certification.

First, we have replaced EDEX 516, 517, 518, and 519 with EDEX 569 and EDEX 578. EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury and EDEX-578 Education of Persons with Mental Retardation /Developmental Disabilities and Physical or Multiple Disabilities, were created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities (EDEX-569) and EDEX 517-Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 518-Education of Persons with Physical or Multiple Disabilities(EDEX-578). Course proposals for these dual-level courses were submitted through the University Undergraduate Curriculum Committee and were approved during the Spring, 2008 semester. EDEX 569 and EDEX 578 are comparable to characteristic courses (one for students with low-incidence disabilities and one for high-incidence disabilities) in most special education programs.

Second, we will not require EDEX 650 Exceptional Children and Youth, EDEX 785 (mild), and EDSP 748 Advanced Studies in Behavioral Disorders for all students. Most students seeking a second area of certification have prior training in these areas. Based on a review of individual transcripts, students who do not have elementary education certification may be required to take these courses; individual programs will be designed to meet the needs of each student.

Finally, we will reduce the total number of credits from 30 credits to 15 credits to eliminate overlap in courses.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted.

The proposed changes will eliminate overlap in the program given the students come to the program with initial teaching certification in a content area. The proposed program meets teacher certification guidelines from the Pennsylvania Department of Education.

Summary Curriculum Comparison

Proposed Program	Current Program
<p>EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities or Brain Injury EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical or Multiple Disabilities</p> <p>EDEX 752 Assessment of Persons with Disabilities EDEX 754 Advanced Instructional Design in Special Education EDEX 785 Practicum and Internship (severe)</p> <ul style="list-style-type: none"> • These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities). • Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis. 	<p><u>EDEX 516 Education of Persons with Emotional or Behavioral Disorders</u> <u>EDEX 517 Education of Persons with Mental Retardation or Developmental Disabilities</u> <u>EDEX 518 Education of Persons with Physical or Multiple disabilities</u> <u>EDEX 519 Education of Persons with Brain Injuries or Multiple Disabilities</u> <u>EDEX 650 Exceptional Children and Youth</u> EDEX 752 Assessment of Persons with Disabilities EDEX 754 Advanced Instructional Design in Special Education EDEX 785 Practicum and Internship (severe) <u>EDEX 785 Practicum and Internship (mild)</u> <u>EDSP 748 Behavioral Problems</u></p> <ul style="list-style-type: none"> • These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities). • Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed. degree; (d) those who wish to seek initial certification in special education through the

Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students Seeking Pennsylvania Special Education Certification

EDEX 569 Education of Persons with Emotional or Behavioral Disorders, Learning Disabilities, or Brain Injury
EDEX 578 Education of Persons with Mental Retardation, Developmental, Physical, or Multiple Disabilities
EDEX 752 Assessment of Persons with Disabilities
EDEX 754 Advanced Instructional Design in Special Education
EDEX 785 Practicum and Internship (severe)

These are minimum requirements. Additional coursework may be required depending on present certification (e.g., applicants with secondary education certification will be required to demonstrate competence in the teaching of reading, language arts, and math to students with disabilities).

Additional course work and requirements exist for those seeking certification through the Pennsylvania Teacher Intern Certification Program. These requirements are determined at admission on a case-by-case basis.

Brief summary of each change:

1. Four "characteristics" courses on exceptionalities will be reduced to two courses, one addressing all mild disabilities and one addressing the severe range of disability.
2. Revision of the Professional Development Area, eliminating the categories of Humanistic Studies and Behavioral Studies. This will allow them to complete a specialization area or to select courses from the Approved List. These courses are the same courses that are currently offered as choices under the categories or Behavioral Studies and Humanistic Studies.

3. Given the recent Pennsylvania Department of Education teacher certification changes which require graduates to hold another certification prior to entering this program, redundant courses will no longer be requirements at the masters level.
4. Given the requirement that all entering students hold one teacher certification prior to beginning the special education certification-only program, the total number of required credits is decreased from 30 to 15.

9. Program Revision for: Master of Education: Education of Exceptional Persons – M.Ed. only program

APPROVED

Sponsoring Department: Special Education and Clinical Services

Catalogue Start Time: Fall 2009

Summary & Rationale:

The purpose of this proposal is to revise the Master of Education, Education of Exceptional Persons Program for M. Ed. Students with Pennsylvania Special Education Certification and M.Ed. Students Not Seeking Pennsylvania Special Education Certification. We are proposing three changes to the current program in response to the Pennsylvania Department of Education revised guidelines.

First, we will add EDEX 560 Family Perspectives on Disability as a required course. The course addresses important issues related to collaborating with families or students with disabilities.

Second, we will change the Professional Development Area eliminating the categories of Humanistic Studies and Behavioral Studies. This change will allow students to have more flexibility in the non-major courses they complete. The electives can be tailored to their interests and background. Each student will select courses from the Approved List. The Approved List includes courses from Education of Exceptional Persons (515), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator. Many of these courses are the same courses that are currently offered as choices under the categories of Behavioral Studies and Humanistic Studies.

Third, we will reduce the total number of credits from 36 credits to 30 credits to eliminate overlap and to make the program comparable to other regional programs.

In this proposal, the term Exceptional Persons refers to students with disabilities as defined by federal law and PA state regulations. The disability categories include students with high incidence disabilities (e.g., learning disabilities and low incidence disabilities (e.g., autism). The term Exceptional Persons does not include students with sensory impairments or students who are gifted.

The proposed changes will eliminate overlap in the program and make the program

comparable to other Master’s programs. For example, M.Ed. programs in special education at Bloomsburg University and Slippery Rock University require completion of 30 credits.

Summary of Proposed Changes

Proposed Program	Current Program
<p>EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities EDEX 753 Research Seminar in Special Education EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship EDEX 560 Family Perspective on Disabilities GSR 615 Elements of Research Elective Elective or EDEX 795 Thesis</p> <p>NOTE: Students may choose electives from EDSP 704, 746, 747, 748; COUN 629, 639; EDEX 515 or other relevant courses with approval of the Program Coordinator</p>	<p>EDEX 558 Vocational Preparation and Transition for Youth with Disabilities EDEX 752 Assessment of Persons with Disabilities EDEX 753 Research Seminar in Special Education EDEX 754 Advanced Instructional Design in Special Education EDEX 755 Professional Collaboration and Team Building for Special Educators EDEX 785 Practicum and Internship <u>EDSP 748 Behavioral Problems</u> GSR 615 Elements of Research Elective Elective or EDEX 795 Thesis <u>Humanistic Studies (3credits from FDED)</u> <u>Behavioral Studies (3credits form EDSP or COUN)</u></p> <p><u>NOTE: Underlined courses in COUN and EDSP will be on list for electives</u></p>

Catalog Description

Master of Education: Education of Exceptional Persons

The M.Ed. program is structured to address the educational needs of five types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed.degree; (d) those who wish to seek initial certification in special education through the Pennsylvania Department of Education Teacher Intern Certification Program; and (e) those who do not want to qualify for a teaching certificate but who wish to work professionally with

persons with disabilities.

The program intends to prepare graduates who will: a) implement curricula to meet individual needs of students with disabilities; b) demonstrate adaptability, flexibility, and initiative in meeting the changing needs of students with disabilities; c) use positive behavior management techniques; d) assess pupils strengths and limitations for instructional planning; e) practice diagnostic prescriptive instructional procedures; f) adapt special equipment for individuals; g) plan for and effective use paraprofessionals; h) engage in effective communication and collaborative partnerships; and i) apply professionalism and ethical practices.

Students working toward a master's degree may select a thesis or a non-thesis option at an appropriate point in their program of studies. All M.Ed. candidates must successfully complete a comprehensive examination as the terminal experience in their course of studies. The department will exercise final judgment over the exact program of studies required for any student who wished to obtain special education certification.

M.Ed. Students with Pennsylvania Special Education Certification and M.Ed. Students Not Seeking Pennsylvania Special Education Certification

EDEX 558 Vocational Preparation and Transition for Youth with Disabilities
EDEX 752 Assessment of Persons with Disabilities
EDEX 753 Research in Special Education
EDEX 754 Advanced Instructional Design in Special Education
EDEX 755 Professional Collaboration and Team Building for Special Educators
EDEX 785 Practicum and Internship
EDEX 560 Family Perspectives on Disabilities
GSR 615 Elements of Research
Elective from Approved List
Elective from Approved List or EDEX 795 Thesis

Brief summary of each major change:

1. EDEX 560 Family Perspectives on Disability becomes a required course. The course addresses important issues related to collaborating with families or students with disabilities.
2. Change the Professional Development Area eliminating the categories of Humanistic Studies and Behavioral Studies. The Approved List includes courses from Education of Exceptional Persons (515), Educational Psychology (624, 704, 717, 745, 746, 747, 748) and Counseling (629, 639), or other relevant courses approved by the Program Coordinator.
3. Reduce the total number of credits from 36 credits to 30 credits to eliminate overlap and to make the program comparable to other regional programs

10. **Name of Program:** Master of Arts in Counseling, Master of Education in School Counseling
Sponsoring Department: Counseling **APPROVED**
Catalog Start Term: Spring 2010

New Course:

COUN 675 Grief Counseling 3cr.

Course Description

This course is an in-depth exploration of the grief process with a focus on grief counseling strategies. The differences between “grieving well” and complicated mourning will be explored, along with counseling strategies to facilitate a healthy grieving experience. Providing counseling to individuals (children –adult) and families experiencing the trauma caused by a loss such as suicide, death of a child/sibling, homicide, and unexpected death will be included.

Rationale

This course is being proposed in response to (1) unresolved grief being a significant issue often presented by clients to counselors in all settings, (2) the recommendation by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to provide students with in-depth understanding of the impact of crises, disasters, and other trauma-causing events on people, and (2) the need for electives to provide students (especially at Penn Center Location) with sufficient credits to qualify for a license as a professional counselor in PA.

-
11. **Revised as Technology Support and Training Department Dual Listed Course**
APPROVED

Catalog Start Date: Fall 2009

Catalog Description

BTED 470/570 Technology Applications for Education 3c-01-3c

Provides a prospective business educator with concepts, applications, and methodologies needed to be effective in today’s classroom including advance web page coding, advanced computer applications, creation of an inquiry-oriented activity in which the information that learners interact with comes from Internet resources, and a learned society’s rules for records management. Also includes instruction in the pedagogy of computer applications. The end product will be additions to students’ e-portfolios.

Prerequisites: None

Rationale:

This course will serve education majors. It will enhance their technology skills as well as provide an opportunity to develop and refine electronic portfolios and teacher work samples. This content does not currently exist in any other graduate course.

12. Program Revision for: Master of Education in Business/Workforce Development

Sponsoring Department: Technology Support and Training

APPROVED

Catalogue Start Term: Fall 2009

Summary & Rationale:

The Master of Education in Business/Workforce Development program was revised last by the Department of Technology Support and Training in 1999. In the interim period, several changes have occurred outside the department, college, and university to require revision of the program at this time. Terms: BCIT – Business, Computer, and Information Technology is the name of the Pennsylvania certification offered by this program; Praxis exams – tests required for certification.

The State of Pennsylvania certification for business education teachers has changed in name from Business Education to Business, Computer, and Information Technology (BCIT), and in grades taught from 7th grade to 12th grade (7-12) to kindergarten through 12th grade (K-12).

Information covered by courses in Humanistic Studies is no longer a required part of the Praxis (certification) exam and already has been deleted in the undergraduate business education (business, computer, and information technology) program.

Moreover, in gathering student reaction data to assess the program, it was discovered that most students thought that more of a distinction between the workforce development specialization and the business (certification) specialization was essential. Further, certain course options needed to be revised to reflect departmental offerings and to mirror differentiated program requirements.

Lastly, undergraduate business education program requirements have been changed to meet the standards of both the College of Education and Educational Technology and the state of Pennsylvania with regard to admission to teacher education programs and to obtain initial certification. Those changes include having a higher GPA (3.0 undergraduate) and passing Praxis I and II exams prior to student teaching. Comparable requirements are being proposed for the revised Master's program.

Catalog Description:

The Master of Education in Business/Workforce Development offered by the Department of Technology Support and Training, is designed to meet the needs of a wide variety of individuals. This program includes a core of 15/18 credits plus 12/15 credits in one of three areas of specialization – Business, Computer, and Information Technology; Workforce, and Administrative. Within each area of specialization, students are encouraged to enroll in courses that meet their professional areas of interest.

The **Business, Computer, and Information Technology Specialization** is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. In addition, an opportunity is available for an individual to complete the requirements for

initial Pennsylvania K-12 teaching certification in Business, Computer, and Information Technology (business education) – this opportunity requires the completion of additional coursework beyond the 30 credits required for the M.Ed.

The **Workforce Specialization** is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of industry training, and to update their understanding of new technologies used in the workforce.

The **Administrative Specialization** provides an option for candidates interested in positions as supervisor or director of career and technical programs. Content is based on certification standards established by the Pennsylvania Department of Education. An enhancement of this specialization is the opportunity to complete the course requirements for Pennsylvania Department of Education certification as vocational supervisor or vocational director. Completion of the M.Ed. and fulfillment of PDE requirements leads to Vocational Supervisor Certification (PDE certification requirements include verification of appropriate teaching experience in a career and technical field, such as Agriculture, Business, Health, Trade and Industrial and/or Family and Consumer Science). Candidates interested in Vocational Director Certification must complete an additional 9 hours of coursework.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

Upon admission to the School of Graduate Studies and Research, the student is assigned an advisor to assist in tailoring the program to meet individual goals. This flexibility is a key feature of the program.

Students seeking admission to the M.Ed. program must:

1. Meet the admission requirements of the Graduate School of Research;
2. Achieve a satisfactory score on either the GMAT or GRE exams;
3. Have earned an undergraduate degree in business from an accredited college/university or have completed business core courses from an accredited community college, college/university, if seeking admission to either the Workforce Development Specialization or the Certification option in Business, Computer, and Information Technology.

Degree candidacy:

1. For those students in the Workforce Development specialization, the Administrative specialization, or Business, Computer, and Information Technology specialization without initial certification, degree candidacy will be contingent upon maintaining a 3.0 GPA.
2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, degree candidacy will be

contingent upon maintaining a 3.50 GPA and upon passing Praxis I prior to completing 12 program hours and Praxis II prior to completing 18 program hours.

Graduation:

1. For those students in the Workforce Development specialization or the Administrative specialization, graduation will be contingent upon maintaining a 3.0 GPA.
2. For those students in the Business, Computer, and Information Technology specialization who are seeking initial certification, graduation will be contingent upon maintaining a 3.0 GPA and upon completing BTED 695, Professional Semester (Student Teaching) with a minimum of a B.

Course Requirements for the M. Ed. Degree

I. Business, Computer, Information Technology (BCIT)/Workforce Core (15 cr.)

BTST 650 Issues and Trends in Business/Workforce Development	3 cr.
BTST 670 Organizational Communication	3 cr.
BTST 680 Technical Update	3 cr.
GSR 615 Elements of Research	3 cr.
BTST 656 Applied Research in Business/Workforce Development	3 cr.

II. Workforce Development Specialization Elective Area (15 cr.)

BTST 442/542 Training Methods in Business and Information Technology Support	3 cr.
BTST 642 Training with Technology	3 cr.
BTST 675 Web Design Theory & Practice	3 cr.
BTST 655 Emerging Information Technologies	3 cr.
<i>Choose one of the following:</i>	
BTST 665 Information Security in the Enterprise	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 645 Principles of Occupational Safety	3 cr.
ACE 621 The Adult Learner	3 cr.
ACE 625 Facilitating Adult Learning	3 cr.

II. Business, Computer, and Information Technology Specialization Elective Area (15 cr.)

BTST 675 Web Design Theory & Practice	3 cr.
BTST/COMM 614 Instructional Computing Basics	3 cr.
BTST/COMM 631 Interactive Multimedia	3 cr.
COMM 600 Instructional Design and Development	3 cr.
EDSP 704/804 Advanced Educational Psychology	3 cr.
Or	
EDSP 747/847 Advanced Psychology of Adolescent Education	
*Certification Option (Pennsylvania Certification K-12)	18 cr.
BTED 690 Clinical Studies in Business Education	3 cr.
BTED 693 Seminar in Teaching Business Subjects	3 cr.
EDEX 650 Exceptional Children and Youth	3 cr.

EDSP 577 Assessment of Student Learning	3 cr.
BTED 695 Professional Seminar	6 cr.

*Must meet Eberly College undergraduate core business education requirements (see current undergraduate catalog).

**Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology.

I. Administrative Professional Development Core (18 cr.)

BTED/VOED 601 Curriculum and Instructional Leadership in Career & Technical Education	3 cr.
GSR 615 Elements of Research	3 cr.
BTST 656 Applied Research in Business/Workforce Development	3 cr.
BTED/VOED 600 Curriculum Development in Career & Technical Education	3 cr.
BTED/VOED 602 Conference Leadership and Communication Methods In Career & Technical Education	3 cr.

II. Administrative Specialization Elective Area (minimum of 12 cr.)

EDSP 577 Assessment of Student Learning (required)	3 cr.
BTED/VOED 603 Management of Instruction for Career & Technical Education	3 cr.
BTED/VOED 604 Curriculum Supervision in Career & Technical Education	3 cr.
BTED/VOED 605 Policy Administration	3 cr.
BTED/VOED 606 Leadership for Career and Technical Educators	3 cr.
BTED/VOED 607 Organizations & Structure for Career & Technical Education	3 cr.
BTED/VOED 608 Legal & Legislative Issues in Career and Technical Education	3 cr.

Summary of Proposed Changes

Present	Proposed Change
Business Specialization	Renamed track as Business, Computer, Information Technology(BCIT)
Workforce Specialization	Renamed track as Workforce Development Specialization
FDED 514	Course deleted
FDED 611	Course deleted
FDED 612	Course deleted

FDED 613	Course deleted
ACE 621 The Adult Learner	New selection in Workforce Development Specialization
ACE 625 Facilitating Adult Learning	New selection in Workforce Development Specialization
EDSP 746/846 Learning and Instruction	New selection in Workforce Development Specialization
SAFE 603 Human Relations in Safety Management	New selection in Workforce Development Specialization
SAFE 645 Principles of Occupational Safety	New selection in Workforce Development Specialization
BTST 655 Emerging Information Technologies	New selection in Workforce Development Specialization
BTST 665 Information Security in the Enterprise	New selection in Workforce Development Specialization
BTST 675 Web Design Theory & Practice	New selection in Workforce Development Specialization
BTST 642 Training and Development in Business/Workforce Development	Title change and course revision
BTST 442/542 Training Methods in Business and Information Technology Support	Undergraduate course to be dual listed
BTED 694 Clinical Studies in Business Education	Number change to BTED 690
BTED/VOED 607, 607, 608	New courses added to Administrative Track

Summary Curriculum Comparison

Old M. Ed. Program	Revised M. Ed. Program
I. Professional Development Area 9 cr.	I. Workforce Professional Development Area
A. *Humanistic Studies (3cr.) – One of the following:	A. Business, Computer, Information Technology (BCIT)/ Workforce Core 15 cr.
FDED 514 Comparative Foundations of Education 3 cr.	BTST 650 Issues and Trends in Business/Workforce Development 3 cr.
FDED 611 Historical Foundations of Education 3 cr.	BTST 670 Organizational Communication 3 cr.

FDED 612 Philosophical Foundations of Education 3 cr.	BTST 680 Technical Update 3 cr.
FDED 613 Social Foundations of Education 3 cr.	
	B. Research
B. *Behavioral Studies (one of the following) 3 cr.	GSR 615 Elements of Research 3 cr.
COUN 639 Group Counseling 3 cr.	BTST 656 Applied Research in Business/Workforce Development 3 cr.
EDSP 747 Advanced Psychology of Adolescent Education 3 cr.	
EDSP 748 Advanced Studies in Behavior Problems 3 cr.	C. Workforce Development Specialization 15 cr.
EDSP 578 Learning 3 cr.	BTST 442/542 Training Methods in Business and Information Technology Support 3 cr.
EDSP 704 Advanced Educational Psychology 3 cr.	BTST 642 Training with Technology 3 cr.
EDEX 650 Exceptional Children and Youth 3 cr.	BTST 675 Web Design Theory & Practice 3 cr.
	BTST 655 Emerging Information Technologies 3 cr.
C. Elements of Research 3 cr.	<i>Choose one of the following:</i>
	BTST 665 Information Security in the Enterprise 3 cr.
II. Business/Workforce Core 9 cr.	SAFE 603 Human Relations in Safety Management 3 cr.
BTST 650 Issues and Trends in Business/Workforce Development 3 cr.	SAFE 645 Principles of Occupational Safety 3 cr.
BTST 656 Applied Research in Business/Workforce Development 3 cr.	ACE 621 The Adult Learner 3 cr.
BTST 670 Organizational Communications 3 cr.	ACE 625 Facilitating Adult Learning 3 cr.
	EDSP 746/846 Learning and Instruction 3 cr.
III. Specialization 12 cr.	
Student will select one of the three specialization areas.	II. Business Professional Development Area
A. Business Specialization 12 cr.	A. Business, Computer, Information Technology (BCIT)/Workforce Core 15 cr.

3 cr.	3 cr.
EDSP 577 Assessment of Student Learning 3 cr.	EDSP 577 Assessment of Student Learning 3 cr.
BTED 695 Professional Semester 6 cr.	BTED 695 Professional Seminar 6 cr.
EDEX 650 Exceptional Children and Youth 3 cr.	
* Must meet Eberly College undergraduate core business education requirement (see current undergraduate catalog)	* Must meet Eberly College undergraduate core business education requirement (see current undergraduate catalog)
** Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology	** Certification candidates must meet teacher certification requirements of IUP College of Education and Educational Technology
*** Electives based on individual candidate's background	
	III. Administrative Professional Development Area
	A. Behavioral Studies 18 cr.
	BTED/VOED 601 Curriculum and Instructional Leadership in Career & Technical Education 3 cr.
	B. Research
	GSR 615 Elements of Research 3 cr.
	BTST 656 Applied Research in Business/Workforce Development 3 cr.
	C. Administrative Core
	BTED/VOED 600 Curriculum Development in Career & Technical Education 3 cr.
	BTED/VOED 602 Conference Leadership and Communication Methods in Career & Technical Education 3 cr.
	BTST 680 Technical Update 3 cr.
	D. Administrative Specialization (minimum of 12 cr.)
	EDSP 577 Assessment of Student Learning (required) 3 cr.
	BTED/VOED 603 Management of Instruction for Career & Technical

	Education	3
	cr.	
	BTED/VOED 604 Curriculum Supervision in Career & Technical Education	
	3 cr.	
	BTED/VOED 605 Policy Administration	
	3 cr.	
	BTED/VOED 606 Leadership for Career and Technical Educators	
	3 cr.	
	BTED/VOED 607 Organizations and Structure for Career & Technical Education	3 cr.
	BTED/VOED 608 Legal & Legislative Issues in Career and Technical Education	
	3 cr.	

Brief summary of each major change:

FDED 514 – course deleted

FDED 611 – course deleted

FDED 612 – course deleted

FDED 613 – course deleted

ACE 621 The Adult Learner – new selection in Workforce Development Specialization

ACE 625 Facilitating Adult Learning - new selection in Workforce Development Specialization

EDSP 746/846 Learning and Instruction - new selection in Workforce Development Specialization

SAFE 603 Human Relations in Safety Management – new selection in Workforce Development Specialization

SAFE 645 Principles of Occupational Safety – new selection in Workforce Development Specialization

BTST 655 Emerging Information Technologies – new selection in Workforce Development Specialization

BTST 665 Information Security in the Enterprise - new selection in Workforce Development Specialization

BTST 675 Web Design Theory & Practice - new selection in Workforce Development Specialization

BTST 642 Training and Development in Business/Workforce Development – title change and course revision

BTST 442/542 Training Methods in Business and Information Technology Support – undergraduate course to be dual listed

BTED 694 Clinical Studies in Business Education – number change to BTED 690

Added three courses to Administrative Track.

Changed names of tracks and courses to match state requirements

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Hannibal)

FOR INFORMATION:

The following courses were approved by UWUCC to be offered as distance education courses:

COMM 151 Basic Lighting for Still and Motion Imagery
FSMR 480 Seminar in Fashion Merchandising
LBST 499 Defining Humanness
PNAF 131 Introduction to Pan-African Studies
PSYC 310 Developmental Psychology
PSYC 330 Social Psychology
PSYC 374 Stress and Coping
RLST 110 World Religions

FOR ACTION:

1. Liberal Studies Committee Report:

APPROVED

Approved LBST 499 The Global Village: People, Planet and Profits, Drs. Parimal Bhagat and Madan Batra, Department of Marketing
One-time “W” approval for Dr. Rosalee Stilwell, Department of English, ENGL 281 Special Topics: Tupac Shakur, Hero with an African Face
Approved the Liberal Studies section of the B.A. English/Film Studies Track, B.A. English/Language Studies Track, B.A. English/Literary, Textual, and Cultural Studies Track, B.A. English Studies/Pre-Law Track.
Approved the Revised Liberal Studies Program.
Approved the Liberal Studies section of the B.S. Physical Education and Sport – Exercise Science.

2. Department of English-New Courses, Course Number, Name and Catalog APPROVED Description Changes, Course Revisions, Course Deletions, and Program Revisions

aa. Inactive Course Deletions

ENGL 222 Journalistic Writing
ENGL 327 Layout Design and Production
ENGL 328 Newspaper Reporting
ENGL 350 Metaphoric Perspective

Rationale: These inactive courses need to be removed before the numbers can be reused in later proposals. The registrar’s office has no record of the last time 222, 327, and 328 were offered; ENGL 350 was last taught in the fall of 1996.

a. New Courses

- i. ENGL 203 Introduction to Language Studies** **3c-01-3cr**
Prerequisite: ENGL 101
Introduces students to the study of linguistics and rhetoric. Considers cultural contexts and issues of power, focusing on questions such as how our brains use language, how language represents the world we live in, and how language influences our actions.
- Rationale:** This course is designed for English BA majors as an essential component of the revised curriculum because it will function as 1) one of three options for fulfilling the core Language Studies requirement and 2) the required introductory course for the Language Studies Track. It may also be elected by English Education students prior to taking ENGL 330 The Structure of English.
- ii. ENGL 226 Survey of Global Literature Since 1900** **3c-01-3cr**
Prerequisites: ENGL 122, 202
Surveys twentieth century and contemporary global literature in English and/or translation. Readings will be organized around major contexts and themes of colonialism, revolution, decolonization, nationalism, and globalization.
- Rationale:** This course is intended for B.A. English Majors. It is one of the courses that can fulfill a course requirement for all majors. The purpose of this course -- to survey global literature in English -- is not currently the focus of an existing course in the curriculum of the English Department. It is not currently being proposed as a Liberal Studies course.
- iii. ENGL 265 Law and Literature** **3c-01-3cr**
Prerequisites: ENGL 101 Minimum Grade C; ENGL 202 Minimum Grade C
Explores the historical and cultural connections between selected legal texts and themes as they relate to novels, poems, films, drama, essays, and other literary genres.
- Rationale:** As part of a revision of its undergraduate BA curriculum, the English Department has proposed four new tracks—Literary, Textual, and Cultural Studies; Writing Studies; Film Studies; and Language Studies. The existing English/Pre-Law Track will need to be altered accordingly. This provides an opportunity to develop a track that both fulfills the existing outcomes of the university's interdisciplinary Pre-Law Program, but also to develop outcomes and learning opportunities specific to English Studies. ENGL 265 Law and Literature will provide students—Pre-Law English and non-English majors, especially, but also students from all majors—significant opportunities to explore the relationship between law and literature and the methods appropriate to understanding that relationship.
- iv. ENGL 321 Persuasive Speech and Writing** **3c-01-3cr**
Prerequisite: ENGL 202
Focuses on the practice of persuasive discourse in speech, writing, and visual media. Coursework includes projects and readings in debate, written argument, and rehearsed and extemporaneous speaking. Students will investigate such subjects as rhetorical foundations

and applications, language choice and stylistic variations, popular culture, literature, and communication dynamics.

Rationale: ENGL 321 Persuasive Speech and Writing is designed for students majoring in English, especially for those declaring the Language and Pre-Law Tracks. Students outside of the major should also be interested in it if they are Communications Media or Journalism majors, or pre-law majors looking for courses addressing elements of public speaking. We have chosen to create this course rather than change the current ENGL 310 Public Speaking course to more fully address persuasion and writing; ENGL 321 will focus exclusively on persuasion in both speech and writing.

v. ENGL 327 Writing Creative Nonfiction **3c-01-3cr**

Prerequisite: ENGL 221 or instructor permission

A writing workshop for students who wish to focus intensively on the writing and revision of literary nonfiction forms and on developing an audience for one's creative work.

Rationale: ENGL 327 Writing Creative Nonfiction has been designed to complement the existing courses ENGL 325 Writing Poetry and ENGL 326 Writing Fiction. It provides students with an opportunity to practice creative writing in a popular and varied contemporary genre, and will expand our offerings as we develop a writing track within the major.

vi. ENGL 328 Introduction to Linguistics **3c-01-3cr**

Offers an introduction to the study of languages as complex sets of interacting systems needed for human communication in a variety of interpersonal, academic, and professional contexts. Focuses on the fundamentals of sound systems, word structures, sentence structures, text structures, meaning systems, and language-related power systems. Also considers questions of how language develops over time, how languages are made up of a number of varieties, how languages are learned and used, how language use varies for different groups of users, and how these issues are related to cultural contexts including issues of power.

Rationale: This course introduces students to the study of languages, and this includes language other than English. This new course is designed for Language Track students. It serves as an introduction to language and to the study of languages. It will be useful to anyone who studies English or other languages. It is also a core course for English majors, which means that English majors in any track might be taking this course.

vii. ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film **3c-01-3cr**

Prerequisite: ENGL 202

Introduces literature, film, and theory that focus primarily on lesbian, gay, bisexual, and transgender perspectives. Inquires into the representation of gender and sexuality within historical and cultural contexts.

Rationale: This course is intended for B.A. English Majors, but is open to all majors. It is one of the courses that can fulfill a requirement in the Literary, Theoretical, and Cultural Studies Track. The purpose of this course-- to examine lesbian, gay, bisexual, and

transgender perspectives in literature, theory, and film -- is not currently the focus of an existing course in the curriculum of the English Department. This is a crucial subject area, and its treatment is secondary in ENGL 122. It is not currently being proposed for Liberal Studies.

viii. ENGL 360 Editing and Publishing

3c-01-3cr

Prerequisites: ENGL 202 and ENGL 220 or 221

A project-based career preparation course focused on creating, editing, and publishing in print and/or electronic forms. Includes theory and practice of editing, practice with publication tools, and group collaboration.

Rationale: This course is part of the new Writing Track and is intended for those majors. While we consider revising and editing techniques in all our writing courses, we need a course devoted to the writing our students will most likely encounter in the work place, including memos, reports, collaborative writing projects, and possibly academic or creative books.

ix. ENGL 361 Environmental Literature

3c-01-3cr

Prerequisites: ENGL 121 or 122, ENGL 202

Focuses on literature devoted to natural and constructed environments, exploring connections among such topics as nature writing, environmentalism, ecocriticism, place studies, bioregionalism, and environmental justice.

Rationale: This course is intended for B.A. English majors and minors. It is one of the courses that can fulfill a course requirement the Literary, Cultural, and Textual Studies Track. The fact that environmental issues, on both a national and a global scale, have become massively important in the minds of many of the world's people is not news to anyone reading this proposal. We need a course with such a focus in this department. The purpose of this course—to examine literature devoted to natural and constructed environments—is not currently the focus of an existing course in the undergraduate curriculum of the English Department. It is not currently being proposed as a Liberal Studies course.

x. ENGL 421 Digital Writing

3c-01-3cr

Prerequisite: ENGL 202

Introduces composition and presentation issues in writing for digital media. Focuses on the conventions of digital writing and provides students practice in conceiving, composing and producing networked texts, and may include creative expression, persuasion, and collaboration. Extends traditional literacy skills into emergent, digital genres.

Rationale: This course is part of the new Writing Track in English and is intended for those majors. It is consistent with the recommendation of the “Association of Writers and Writing Programs” that undergraduate creative writing students should be given “Hands-on Experience with New Media Technology” in the form of facilities and instruction geared toward allowing them to “to test their writing in a variety of formats and through a variety of technologies” (*AWP Directors' Handbook* 2008). Through workshops, tutorials, discussion,

and project-based learning, students will develop a vocabulary and habits of reflexive practice that equip them better write for contemporary contexts and those of the future.

xi. ENGL 463 Topics in Global Literature and Film **3c-01-3cr**

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature and/or film, by focusing on the transnational contexts of history and culture surrounding the production and/or reception of literature and film. Topic of global literature and/or film to be announced in advance.

Rationale: This course is intended for B.A. English majors. It is one of the courses that can fulfill a course requirement in either the Film Studies Track or the Literary, Cultural, and Textual Studies Track. The purpose of this course -- to examine a topic of literature and/or film in English within global contexts -- is not currently the focus of an existing course in the curriculum of the English Department.

xii. ENGL 466 Topics in Theory **3c-01-3cr**

Prerequisites: ENGL 122 Minimum Grade C; and ENGL 308 Minimum Grade C

Explores a specific issue, writer, or trend in English Studies theory. Topic to be announced in advance.

Rationale: As part of a revision of its undergraduate BA curriculum, the English Department is placing more emphasis on theoretical matters. The one existing course—English 401 Advanced Literary Theory, to be revised to 308 Critical Theory—is aimed to provide mid-level students a survey of major theories relating to English Studies. As a consequence, an upper-level course in theory is now missing. This course fills that gap. In addition, the revised curriculum offers several upper-level topics courses, each dedicated to a major topic in English Studies. Thus, a course dedicated to a single theoretical issue, writer, and/or trend in those fields will be complementary to that structure.

xiii. ENGL 484 Topics in English Studies **3c-01-3cr**

Prerequisites: Declared English Major; ENGL 122, 202; minimum 24 credits in major

Explores themes that may vary according to the faculty member teaching the course. Gives upper-level English majors an opportunity to share their expertise in their major: literary/textual/cultural, writing, film, or language studies. Students will be part of a community of learners and reflect upon the ways disciplinary knowledge is constructed in English Studies and will construct a portfolio of their work as an English major, both in and out of this class, in order to assess their growth and potential as readers, writers, and critical thinkers

Rationale: This course will become the capstone course for students in the B.A. in English Studies Program. Its emphasis on the collaborative study of a wide range of subjects within the field of English Studies emphasizes the notion that students are part of a community of scholars even as they produce an independent research project focused on literary, textual, and cultural studies; creative or professional writing; language studies; pre-law studies;

and/or pedagogies of reading and writing. Our current course offerings do not allow students to discuss and produce such a diverse range of projects in a single class. Equally important, students will create a portfolio of their work as English majors and their work in this course in order to assess their growth and their position in the diverse fields of English Studies.

b. Course Number and/or Title Changes and Catalog Description Changes APPROVED

i. Course Title Change:

Current Title: ENGL 208 Art of the Film
Proposed Title: ENGL 208 Introduction to Film Studies

Rationale: This course has long functioned as the prerequisite for upper-level film courses; thus, the title change merely reflects that function more precisely. In addition, under the revised B.A. Program, this course will function as the required 3 credit hours for the 15-credit Film Studies Track.

ii. Course Title Change:

Current Title: ENGL 220 Advanced Composition I
Proposed Title: ENGL 220 Advanced Composition

Rationale: “I” is unnecessary since the title of the current Advanced Composition II (ENGL 320) is being revised to “Professional Writing, Editing, and Publishing.”

iii. Title Change, Number Change, and Catalog Description Change:

Current Catalog Description:

ENGL 322 Technical Writing I **3c-01-3cr**
Prerequisite: ENGL 202

Focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

Proposed Catalog Description:

ENGL 222 Technical Writing **3c-01-3cr**
Prerequisites: ENGL 101

Focuses on helping the student to acquire and to apply communication skills essential to the technical and professional writer.

Rationale: The title change reflects the fact that there is no longer a “Technical Writing II” course. The number change aligns the course with the other introductory writing courses: ENGL 220 Advanced Composition and ENGL 221 Creative Writing. Given the nature of the course, its current instructors have determined that ENGL 202 is an unnecessary prerequisite.

iv. Catalog Description Change:

Current Catalog Description:

ENGL 302 Renaissance Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines major works and genres in Elizabethan literature such as pastoral and tragedy and key fiction writers, dramatists, and poets during 1558-1603. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

Proposed Catalog Description:

ENGL 302 Renaissance Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works and genres in Elizabethan literature such as pastoral and tragedy and key fiction writers, dramatists, and poets during 1558-1603. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

v. Catalog Description Change:

Current Catalog Description:

ENGL 303 British Enlightenment Literature

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

British Enlightenment Literature refers to the imitation of the Greek and Roman authors of antiquity. Begins with the assumptions and goals of neoclassical literature and integrates the intellectual debates and contemporary politics (patriarchy, nascent capitalism, empire, slavery, class divisions) that flourished alongside of (and that shaped the emergence of) new genres (the slave narrative, the novel, gothic tales, the periodical essay). Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 303 British Enlightenment Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

British Enlightenment Literature refers to the imitation of the Greek and Roman authors of antiquity. Begins with the assumptions and goals of neoclassical literature and integrates the intellectual debates and contemporary politics (patriarchy, nascent capitalism, empire, slavery, class divisions) that flourished alongside of (and that shaped the emergence of) new genres (the slave narrative, the novel, gothic tales, the periodical essay). Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

vi. Catalog Description Change:

Current Catalog Description:

ENGL 304 British Romantic Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Emphasizes the relationship between literature and its milieu. Focuses primarily on English Romantic Poets but considers development in Germany, France, and America and examines its continuing manifestations in literature, culture, and politics. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

Proposed Catalog Description:

ENGL 304 British Romantic Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Emphasizes the relationship between literature and its milieu. Focuses primarily on English Romantic Poets but considers development in Germany, France, and America and examines its continuing manifestations in literature, culture, and politics. Rather than survey the period comprehensively, the purpose here is to focus closely on a specific literary period and on the writers of this period as selected by the instructor.

vii. Catalog Description Change:

Current Catalog Description:

ENGL 305 British Victorian Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines literary works against a background of rapidly changing social, economic, religious, and political forces. Counterculture movements, such as the Pre-Raphaelites, will be examined against “high Victorianism” to develop a sense of the tremendous intellectual and political energy of the period. Roots of recent concerns such as feminism, political literalism, and capitalism will be explored to help us better understand our own as well as the Victorian age. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 305 British Victorian Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines literary works against a background of rapidly changing social, economic, religious, and political forces. Counterculture movements, such as the Pre-Raphaelites, will be examined against “high Victorianism” to develop a sense of the tremendous intellectual and political energy of the period. Roots of recent concerns such as feminism, political literalism, and capitalism will be explored to help us better understand our own as well as the

Victorian age. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

viii. Catalog Description Change:

Current Catalog Description:

ENGL 306 Modern British Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines major works and trends in modern British literature, such as modernism or key fiction writers, dramatists, or poets during the first half of the twentieth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 306 Modern British Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in modern British literature, such as modernism or key fiction writers, dramatists, or poets during the first half of the twentieth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

ix. Catalog Description Change:

Current Catalog Description:

ENGL 307 Contemporary British Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines major works and trends in contemporary British literature, such as late modernism, postmodernism, the age of diminishment, or key novelists, dramatists, and/or poets from the period 1945 to the present. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 307 Contemporary British Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in contemporary British literature, such as late modernism, postmodernism, the age of diminishment, or key novelists, dramatists, and/or poets from the period 1945 to the present. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

x. Catalog Description Change:

Current Catalog Description:

ENGL 315 American Literature to 1820

3c-01-3cr

Prerequisites: ENGL 202, 210-213

The beginnings of American literary cultures from sixteenth-century pre-Columbian indigenous contacts with European explorations, through diverse colonializations (Hispanic, French, and British) including the importation of African slaves, up to the American Revolution and emergent U.S. literary nationalism in the first decades of the nineteenth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 315 American Literature to 1820

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

The beginnings of American literary cultures from sixteenth-century pre-Columbian indigenous contacts with European explorations, through diverse colonializations (Hispanic, French, and British) including the importation of African slaves, up to the American Revolution and emergent U.S. literary nationalism in the first decades of the nineteenth century. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xi. Catalog Description Change:

Current Catalog Description:

ENGL 316 American Literature 1820-1880

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Examines major works and trends in U.S. literature, from the Federalist, Romantic, and/or Realistic periods. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 316 American Literature 1820-1880

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works and trends in U.S. literature, from the Federalist, Romantic, and/or Realistic periods. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xii. Catalog Description Change:

Current Catalog Description:

ENGL 317 American Literature 1880-1940 **3c-01-3cr**

Prerequisites: ENGL 202, 210-213

Examines representative U.S. writers during 1880-1940. Includes traditional figures as well as writers who have recently entered the canon. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

Proposed Catalog Description:

ENGL 317 American Literature 1880-1940 **3c-01-3cr**

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines representative U.S. writers during 1880-1940. Includes traditional figures as well as writers who have recently entered the canon. Rather than survey the period comprehensively, the purpose here is to focus closely on particular aspects or writers as selected by the instructor.

xiii. Catalog Description Change:

Current Catalog Description:

ENGL 319 American Literature 1940-Present **3c-01-3cr**

Prerequisites: ENGL 202, and two of 210-213

Additional focuses on various movements, themes, genres, and authors writing in the United States since 1940. Not a survey course; each section will develop an extended treatment of a particular topic selected by the instructor. Emphasizes writing by living writers to develop an understanding of the diversity, formally and thematically, of current U.S. literary production across genders and ethnicities.

Proposed Catalog Description:

ENGL 319 American Literature 1940-Present **3c-01-3cr**

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Additional focuses on various movements, themes, genres, and authors writing in the United States since 1940. Not a survey course; each section will develop an extended treatment of a particular topic selected by the instructor. Emphasizes writing by living writers to develop an understanding of the diversity, formally and thematically, of current U.S. literary production across genders and ethnicities.

Rationale for 302-307, 315-317, 319: These are changes in prerequisites only. Originally the curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. Limiting the prerequisites

for these courses to our introductory majors' course (122) and to sophomore level (202), and to one of our survey courses will allow our majors more flexibility.

xiv. Title Change:

Current Title: ENGL 325 Creative Writing: Poetry

Proposed Title: ENGL 325 Writing Poetry

xv. Title Change:

Current Title: ENGL 326 Creative Writing: Fiction

Proposed Title: ENGL 326 Writing Fiction

Rationale 325 & 326: Colons are unnecessary and confusing; the "creative" is unnecessary.

xvi. Catalog Description Change:

Current Catalog Description:

ENGL 338 Oral Literature

3c-01-3cr

Prerequisites: ENGL 202, 210-213

Acquaints students with the nature of oral composition, the habits of thought that orality fosters, and the particular mode of awareness the oral dimension of literature demands of an audience (and awakens in a reader). At the conclusion of the course students should have an understanding of the formulaic nature of such purely oral forms as the ballad and the epic and an awareness of the manner in which orality patterns thought differently from writing, and they should be able to detect oral features and patterns in works of literature from cultures not primarily oral but containing a high "oral residue."

Proposed Catalog Description:

ENGL 338 Oral Literature

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Acquaints students with the nature of oral composition, the habits of thought that orality fosters, and the particular mode of awareness the oral dimension of literature demands of an audience (and awakens in a reader). At the conclusion of the course students should have an understanding of the formulaic nature of such purely oral forms as the ballad and the epic and an awareness of the manner in which orality patterns thought differently from writing, and they should be able to detect oral features and patterns in works of literature from cultures not primarily oral but containing a high "oral residue."

Rationale: This is a change in prerequisites only. Originally the curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and

still graduate in a timely manner. Limiting the prerequisites for this course to our introductory majors' course (122) will allow more flexibility. In addition, the ENGL 101 and "or permission" may encourage minors to take the course; ENGL 202 has been dropped as a prerequisite since success in the course does not depend on it.

xvii. Catalog Description Change:

Current Catalog Description:

ENGL 344 Ethnic American Literature **3c-01-3cr**

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Concerned with ethnic U.S. experiences as expressed in poetry, fiction, drama, and autobiography. The topic will vary and be announced in advance. Examples include Asian-American, Hispanic, Irish-American, Jewish-American, and Native-American literatures.

Proposed Catalog Description:

ENGL 344 Ethnic American Literature **3c-01-3cr**

Prerequisites: ENGL 122 and 202 or permission

Concerned with ethnic U.S. experiences as expressed in poetry, fiction, drama, and autobiography. The topic will vary and be announced in advance. Examples include Asian-American, Hispanic, Irish-American, Jewish- American, and Native-American literatures.

Rationale: This is a change in prerequisites only. Originally our curriculum was designed to force majors to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. What is more, British Literature courses (210, 211, and 213) have little to do with Ethnic American Literature. In fact, requiring majors but not non-majors to take all four survey courses makes little pedagogical sense since majors will have more critical reading experience than non-majors; thus, the additional prerequisites for majors have been omitted. Limiting the prerequisites for this course to our introductory majors' course (ENGL 122) should allow majors more flexibility, and the Research Writing (ENGL 202) "or permission" may encourage non-majors to take the course.

xviii. Catalog Description Change:

Current Catalog Description:

ENGL 386 Regional Literature in English **3c-01-3cr**

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Examines the contributions of a particular region to national literature. The focus of the course might be any of the following: Appalachian writers, local color writers, New England writers, Southern writers, writers of the American West, or Canadian writers.

Proposed Catalog Description:

ENGL 386 Regional Literature in English

3c-01-3cr

Prerequisites: ENGL 122 and 202 or permission

Examines the contributions of a particular region to national literature. The focus of the course might be any of the following: Appalachian writers, local color writers, New England writers, Southern writers, writers of the American West, or Canadian writers.

Rationale: This is a change in prerequisites only. Originally the curriculum was designed to force majors to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In fact, requiring majors but not non-majors to take all four survey courses makes little pedagogical sense since majors will have more critical reading experience than non-majors; thus, the additional prerequisites for majors have been omitted. Limiting the prerequisites for this course to the introductory majors' course (ENGL 122) should allow majors more flexibility, and the Research Writing (ENGL 202) and "or permission" may encourage non-majors to take the course.

xix. Catalog Description Change:

Current Catalog Description:

ENGL 420 Special Applications in Writing

3c-01-3cr

Prerequisite: ENGL 220

Offers students who are well into their disciplines "forums" for advanced reading and writing about the cultural, professional, and personal uses of textual knowledge. Students read, analyze, and compose essays that build meaning around disciplinary knowledge, independent reading, and personal or preprofessional experience.

Proposed Catalog Description:

ENGL 420 Writers' Studio

3c-01-3cr

Prerequisite: ENGL 220 or 221

An upper-division course emphasizing reading, discussion, and writing on specialized topics related to the study and performance of writing. The focus varies from semester to semester according to the expertise of the faculty member teaching the course.

Rationale: The title change is intended to make the title more accurate (a studio is a place where an artist works on her craft) and appealing. We've added the option of ENGL 221 Creative Writing as a prerequisite since the topic may appeal to a variety of writers. Finally, the old description is so vague that neither faculty nor students can explain what the course entails. The new description attempts to clarify and simplify the description while keeping the sense of the course as an advanced "forum" with multiple possibilities for focus and independent projects.

xx. Catalog Description Change:

Current Catalog Description:

ENGL 430 Major British Author

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Examines major works of a single major author, including biographical, literary, and cultural contexts. Places the author within both intellectual/cultural history and literary developments. Major author studied in a particular semester to be announced in advance.

Proposed Catalog Description:

ENGL 430 Major British Author

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works of a single major author, including biographical, literary, and cultural contexts. Places the author within both intellectual/cultural history and literary developments. Major author studied in a particular semester to be announced in advance.

xxi. Catalog Description Change:

Current Catalog Description:

ENGL 432 Chaucer

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Studies Chaucer, his life, his language, the development of his literary style, and his art, with and through his major poetical works.

Proposed Catalog Description:

ENGL 432 Chaucer

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Studies Chaucer, his life, his language, the development of his literary style, and his art, with and through his major poetical works.

xxii. Catalog Description Change:

Current Catalog Description:

ENGL 434 Shakespeare

3c-01-3cr

Prerequisites: ENGL 202 and at least two from ENGL 210, 211, 212, 213

Additional prerequisites for B.A. English majors: ENGL 210, 211, 212, 213

Studies Shakespeare's development as a poetic dramatist against background of Elizabethan stage; examines audience, textual problems, language imagery, and philosophy.

Proposed catalog description:

ENGL 434 Shakespeare

3c-01-3cr

Prerequisites: ENGL 122, 202, and one of 210-213 or 226

Studies Shakespeare's development as a poetic dramatist against background of Elizabethan stage; examines audience, textual problems, language imagery, and philosophy.

xxiii. Catalog Description Change:

Current Catalog Description:

ENGL 436 Major American Authors

3c-01-3cr

Prerequisites: ENGL 122, 202, and 210-213

Studies in the literary output of a major American author or authors against the background of the social and literary milieus in which the works were created. Specific subject or subjects to be announced by the instructor.

Proposed Catalog Description:

ENGL 436 Major American Authors

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Studies in the literary output of a major American author or authors against the background of the social and literary milieus in which the works were created. Specific subject or subjects to be announced by the instructor.

Rationale for 430, 432, 434, and 436: These are changes in prerequisites only. Originally the curriculum was designed to force students to take all of the survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, the program revision requires only two of the current survey courses. Limiting the prerequisites for these courses to the introductory majors' course (122), Research Writing (ENGL 202), and to one of the survey courses will also allow our majors more flexibility.

xxiv. Number Change and Catalog Description Change:

Current Catalog Description:

ENGL 399 Major Global Authors

3c-01-3cr

Prerequisite: ENGL 202

Examines major works in English of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

Proposed Catalog Description:

ENGL 437 Major Global Authors

3c-01-3cr

Prerequisites: ENGL 121 or 122; 202; and either 209 or 396

Examines major works in English and/or English translation of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

Rationale: The number change will bring the course in line with the other 400-level courses on major authors. The changes in prerequisites include a course in analyzing literature (ENGL 121 or 122) and a course familiarizing students with global literature (ENGL 226 or 396). There is no change in the course description, except for adding “and/or English translation” for clarity.

xxv. Course Number and Catalog Description Change:

Current Catalog Description:

ENGL 357 Major Figures in Film

3c-01-3cr

Prerequisites: ENGL 101 and 208

Studies major artists and their contributions to the development of film as an art form from its beginnings to the present. Close analyses of directors, cinematographers, editors, screenwriters, or actors—as individuals or as representatives of a movement in film. Topics vary from semester to semester; thus, one semester may concentrate on a specific director such as Alfred Hitchcock; another semester might study women (as directors, actresses, and editors); and yet another semester might study a collective movement such as film noir.

Proposed Catalog Description:

ENGL 440 Major Figures in Film

3c-01-3cr

Prerequisites: ENGL 121 or 122; and 202, 208

Studies major artists and their contributions to the development of film as an art form from its beginnings to the present. Close analyses of directors, cinematographers, editors, screenwriters, or actors—as individuals or as representatives of a movement in film. Topics vary from semester to semester; thus, one semester may concentrate on a specific director such as Alfred Hitchcock; another semester might study women (as directors, actresses, and editors); and yet another semester might study a collective movement such as film noir.

Rationale: The number change will bring the course in line with the 400-level courses in major authors. The changes in prerequisites include a course in textual analysis (ENGL 121 or 122) as well as research writing (ENGL 202) since the course may require research projects. There is no change in the course description.

xxvi. Course Number and Catalog Description Change:

Current Catalog Description:

ENGL 356 Film Theory

3c-01-3cr

Prerequisites: ENGL 101 and 208

An introduction to major film theories, studied in relation to representative films. Details the complex relationship between film production and film theory: i.e., how theorists have attempted to explain what appears on the screen, its impact, and its relation to “reality,” and how filmmakers have responded to the works of theorists (with the two sometimes being the same). Goes far deeper into understanding film than ENGL 208, which focuses mainly on how film is constructed through aesthetic and institutional processes.

Proposed Catalog Description:

ENGL 450 Film Theory

3c-01-3cr

Prerequisites: ENGL 121 or 122; and 202, 208

An introduction to major film theories, studied in relation to representative films. Details the complex relationship between film production and film theory: i.e., how theorists have attempted to explain what appears on the screen, its impact, and its relation to “reality,” and how filmmakers have responded to the works of theorists (with the two sometimes being the same). Goes far deeper into understanding film than ENGL 208, which focuses mainly on how film is constructed through aesthetic and institutional processes.

Rationale: The number change will bring the course in line with the 400-level course in literary theory. The changes in prerequisites include a course in textual analysis (ENGL 121 or 122) as well as research writing (ENGL 202) since the course may require research projects. There is no change in the course description.

xxvii. Catalog Description Change:

Current Catalog Description:

ENGL 461 Topics in British Literature

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Examines major works of a particular topic in British literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:

ENGL 461 Topics in British Literature

3c-01-3cr

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in British literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Rationale: This is a change in pre-requisites only. Originally our curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, our program revision requires only two of the current survey courses. Limiting the prerequisites for this course to our introductory majors' course (122), Research Writing (ENGL 202), and to one of our survey courses will also allow our majors more flexibility.

xxviii. Catalog Description Change:

Current Catalog Description:

ENGL 462 Topics in American Literature **3c-01-3cr**

Prerequisites: ENGL 202, 210, 211, 212, 213

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Proposed Catalog Description:

ENGL 462 Topics in American Literature **3c-01-3cr**

Prerequisites: ENGL 122, 202; and one of 210-213 or 226

Examines major works of a particular topic in American literature by focusing on its cultural and literary contexts. Topic to be announced in advance.

Rationale: This is a change in pre-requisites only. Originally our curriculum was designed to force students to take all of our survey courses, in order, before moving on to upper-division courses. The realities of registration make this very difficult for students to do and still graduate in a timely manner. In addition, our program revision requires only two of the current survey courses. Limiting the prerequisites for this course to our introductory majors' course (122), Research Writing (ENGL 202), and to one of our survey courses will also allow our majors more flexibility.

c. Course Revisions some with Other Changes:

APPROVED

i. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ENGL 122 Literary Analysis **3c-01-3cr**

Prerequisite: ENGL 101

Acquaints students with the literary genres (especially fiction, poetry, and drama) by means of examples of each and provides them with some of the various critical approaches to the interpretation of literature so that they may gain the ability to apply them. At the conclusion of the course, students are expected to be able to read literature perceptively and to write critical papers about it.

Proposed Catalog Description:

ENGL 122 Introduction to English Studies

3c-01-3cr

Prerequisites: Declared English Major or Minor; ENGL 101 minimum grade C

Introduces students to English Studies by acquainting them with the critical approaches appropriate to the varied subject areas of the discipline. The assumptions and methods of these approaches will be considered, especially in the interpretation of literature. At the conclusion of the course, students will be able to critically analyze texts and demonstrate those skills in discussion and writing. Required of all English majors.

Rationale: The course title and description changes reflect long-standing changes in the discipline. “Literary Analysis” used to cover the field’s methodologies, but the term is now too restrictive. In addition, the course has long been taught with an emphasis on critical approaches that go beyond literary analysis to cultural studies, rhetorical analysis, and the other vital subfields of the discipline. The proposed course description places the emphasis where it needs to be and actually has been: on the study of texts, the methodologies used to study them, and on students’ ability to demonstrate the application of those methodologies in analytical papers. The broader phrase, “English Studies,” more accurately represents the range of work that scholars do with texts and students in the discipline should learn to do, as well. The course prerequisite changes will make the course more clearly discipline-specific (required major or minor) and marginally more rigorous (grade of C or above in ENGL 101).

ii. Course Revision, Course Number and Title Changes, and Catalog Description Change

Current Catalog Description:

ENGL 401 Advanced Literary Theory and Criticism

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Acquaints the student with major issues and problems in literary theory. Rather than survey the history of criticism and theory, the focus is on modern and contemporary critical schools and methods. Introduces a select group of influential theories and theorists and how such theories impact the way we read, study, and teach literature and cultural studies.

Proposed Catalog Description:

ENGL 308 Critical Theory

3c-01-3cr

Prerequisites: ENGL 122 minimum grade C

Explores the major writings, writers, issues, technical vocabulary, and critical methods in literary, textual, and cultural studies theory; acquaints students with how such theoretical methods affect the way literary and cultural texts are read, studied, and taught; and enables the students to recognize and engage in theoretical praxis of various kinds.

Rationale: The proposed revision of the English BA curriculum emphasizes the subfields of English Studies, each defined as a distinctive track: ENGL 308 will now serve as the

gateway course for the Literary, Textual, and Cultural Studies track and is mandatory for students in that track. The number of the course has been changed from 400- to 300-level to reflect existing practice. The number change also reflects the course's new function as a gateway course for students in the Literary, Textual, and Cultural Studies track; most of the students will be sophomore and junior-level English majors. Prerequisites have been changed to reflect existing practice (students are regularly waived into the class who have not taken Research Writing and the four surveys [210, 211, 212, and 213]) and the nature of the course.

iii. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ENGL 313 The Rhetorical Tradition **3c-01-3cr**

Prerequisites: ENGL 101, 310

A survey of rhetorical theory from Greek and Roman through modern times.

Proposed Catalog Description:

ENGL 313 Rhetorical Trends and Traditions **3c-01-3cr**

Prerequisite: ENGL 101

A survey of the major issues in and uses of rhetorical theory and criticism in contemporary culture, using rhetorical concepts from ancient through contemporary times. Rhetoric is the humanistic study of the ways people manipulate language and try to persuade others in the social world.

Rationale: This course has not attracted sufficient enrollment to run in recent years because students don't know what rhetoric is and may be intimidated by the sole focus on theory in the original description. The name change and description change more accurately reflect a pedagogically sound way to teach rhetorical theory: students will be more interested in learning rhetorical theory when they see how it can be applied to issues in contemporary culture and their lives. The prerequisite change eliminates a course that is unnecessary for this course (ENGL 310, Public Speaking).

iv. Course Revision, Course Title Change, and Catalog Description Change

Current Catalog Description:

ENGL 332 Advanced Film **3c-01-3cr**

Prerequisites: ENGL 101, 208

Offers a close examination of classic and contemporary films and film theory from a variety of critical perspectives: spectatorship, cinematic authorship, feminism, historiography, genre, and cultural studies. Pays special attention to the treatment of women and African Americans in film.

Proposed Catalog Description:

ENGL 332 Film Genres

3c-01-3cr

Prerequisites: ENGL 101, 208

Offers a close examination of classic and contemporary films and film theory from a variety of critical perspectives—for example, spectatorship, auteurism, feminism, historiography, and cultural studies— through a focus on genre.

Rationale: Title and description are now more precise; its focus on genre also corresponds to similar current courses in literary genres. In addition, the new title and description distinguish the course from ENGL 460 Topics in Film.

v. **Course Revision, Course Title Change, and Catalog Description Change**

Current Catalog Description:

ENGL 335 The Essay

3c-01-3cr

Prerequisites: ENGL 202, 210, 211, 212, 213

Focuses on the creation and development of the essay in English, its form and content, from its beginnings to the present. Begins by studying Francis Bacon, the first English essayist, and follows the evolution of the form to the present day.

Proposed Catalog Description:

ENGL 335 Literary Nonfiction

3c-01-3cr

Prerequisite: ENGL 202

Focuses on the study of forms of literary nonfiction, in English, which may include traditional essays, lyric essays, memoir, and/or creative nonfiction depending on the instructor's expertise.

Rationale: Literary Nonfiction is a more inclusive name for nonfiction forms of literature. There are important distinctions between traditional essays, memoirs, and belles lettres and contemporary modes of "creative nonfiction" which include New Journalism. The new course name allows for more variety and a nonfiction emphasis that can change with the instructor's interest and expertise. The prerequisite changes omit prerequisites to put the course more in line with other genre courses that do not require the current survey courses (ENGL 210, 211, 212, 213).

vi. **Course Revision, Course Number Change, and Catalog Description Change:**

Current Catalog Description:

ENGL 214 The Novel

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Surveys the development of the novel from Cervantes' *Don Quixote* to the present with an emphasis on major writers and forms in English. Includes consideration of teaching the novel.

Proposed Catalog Description:

ENGL 340 The Novel

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Focuses on the forms and theories of the novel as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to the novel.

vii. **Course Revision, Course Number Change, and Catalog Description Change**

Current Catalog Description:

ENGL 215 Poetry

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

A study in appreciation of poetry, with special attention to the technique of the poet and structure of poetry. Includes consideration of teaching poetry.

Proposed Catalog Description:

ENGL 341 Poetry

3c-0l-3cr

Prerequisites: ENGL 101, 122, or permission

Studies the forms and theories of poetry as a genre. Includes study of major writers, movements, and aesthetic developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course in order to be in line with other genre courses (ENGL 337 Myth, ENGL 338 Oral Literature). We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to poetry.

viii. Course Revision, Course Number Change, and Catalog Description Change:

Current Catalog Description:

ENGL 216 Short Fiction

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

A study of the development of the short story from the middle of the nineteenth century to the present with attention to form, structure, and types of the story. Includes consideration of teaching short fiction.

Proposed Catalog Description:

ENGL 342 Short Fiction

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Studies the form and theory of short fiction as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: The new description eliminates the idea that it is possible to do a comprehensive survey of short fiction from the nineteenth century to the present in a single course. It also gives faculty members teaching the course greater latitude in defining their approach to the course. The number changes puts the course in line with other genre courses (ENGL 335 Literary Nonfiction, ENGL 337 Myth, and ENGL 338 Oral Literature).

ix. Course Revision, Course Number Change, and Catalog Description Change:

Current Catalog Description:

ENGL 217 Drama

3c-01-3cr

The study of selected plays from various periods in an attempt to understand the function of drama. Includes consideration of teaching drama.

Proposed Catalog Description:

ENGL 343 Drama

3c-01-3cr

Prerequisites: ENGL 101, 122, or permission

Focuses on the forms and theories of drama as a genre. Emphasizes major writers and movements as well as significant historical developments.

Rationale: This course has not been revised in several years, and it has moved from a 200 to a 300-level course. We've adjusted the objectives and types of assignments to reflect higher-level objectives and updated the bibliography to reflect more current theoretical approaches to drama.

x. Course Revision, Course Title, and Catalog Description Change

Current Catalog Description:

ENGL 385 Advanced Women’s Literature

3c-01-3cr

Prerequisites: ENGL 202 and for nonmajors ENGL 225

Considers issues of genre and canon revision and why particular genres may have particular appeal for women writers. While many of our readings are by “literary women,” we also consider works by women who are professionals in nonliterary disciplines.

Proposed Catalog Description:

ENGL 385 Advanced Studies in Women’s Literature

3c-01-3cr

Prerequisites: ENGL 121 or 122, 202

Considers issues of genre and canon revision and why particular genres may have particular appeal for women writers. Also considers major feminist literary theories and their applications. While many of our readings are by “literary women,” we also may consider works by women who are professionals in nonliterary disciplines.

Rationale: The title change—from Advanced Women’s Literature to Advanced Studies in Women’s Literature—more precisely indicates the content of the course. The description change adds “Also considers major feminist literary theories and their applications” in order to more accurately reflect differences between ENGL 225 Introduction to Women’s Literature and this 300-level course. This emphasis on theories and applications is implicit with the course objectives delineated in the original syllabus of record. The prerequisite change adds an introduction to literature course (ENGL 121 or 122) so that both majors and nonmajors will have some experience in literary analysis. This change also eliminates ENGL 225 because it discourages too many nonmajors from taking ENGL 385.

d. Course Deletions:

APPROVED

i. ENGL 312 Speech-Persuasion

ii. ENGL 320 Advanced Composition II

iii. ENGL 397 Global Literature

Rationale: Speech–Persuasion has seldom been offered because it was assumed its vague title and description would not attract students. What is more, with the proposed ENGL 321 Persuasive Speech and Writing, this course is now redundant. ENGL 320 Advanced Composition has seldom been offered since it hasn’t achieved the minimum enrollment when it has; this may be due to the title saying little about the course content or goals. The curriculum revision includes a new course, ENGL 420 Writers’ Studio, that includes all the functions and goals as this deleted course. With the proposed ENGL 226 Survey of Global Literature, in addition to three other courses focusing on global literature (ENGL 398 Global Genres, ENGL 396 Literature of Emerging Nations, and ENGL 437 Major Global Authors), ENGL 397 Global Literature is now redundant.

e. Program Revisions:

APPROVED

Current Program:

Bachelor of Arts—English/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

ENGL 210 British Literature to 1660

ENGL 211 British Literature 1660-1900

ENGL 212 American Literature: Beginnings to 1900

ENGL 213 British and American Literature Since 1900

Controlled Electives: (2, 3)

One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319

One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338

One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396

One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399

One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436

One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422

Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F

Other Requirements: Pre-Law Interdisciplinary Track

Seven courses, including at least one from each of six areas:

Business: ACCT 201, ACCT 202, BLAW 235

Criminology: CRIM 210, 215, 255

Economics: ECON 121, 122, 332

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450

Political Science: PLSC 358, 359, 361.

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.

Proposed Program:

Bachelor of Arts—English/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Humanities Literature: ENGL 122

Mathematics: 3cr

Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

Two courses chosen from literary survey courses:
ENGL 210, 211, 212, 213, 226

One writing course chosen from ENGL 220, 221, 222

One language course chosen from ENGL 203, 313, 328

Capstone course: ENGL 484

One English Studies/Pre-Law required course: ENGL 265

Controlled Electives in English/Pre-Law: (2, 3)

Two courses in persuasion:

ENGL 313 and either ENGL 321 or 310

One writing course chosen from: ENGL 220, 221, 222, 325, 326, 327, 422

One course focusing on language, cultural power, and interpretation, chosen from ENGL 308, 336, 344, 348, 350, 385, 396, 466

Two courses with ENGL prefix except ENGL 100, 101, 121, or 202

Other Requirements: Pre-Law Interdisciplinary Track

Seven courses, including at least one from each of six areas:

Business: ACCT 201, ACCT 202, BLAW 235

Criminology: CRIM 210, 215, 255

Economics: ECON 121, 122, 332

History: HIST 320, 321, 346

Philosophy: PHIL 101, 110, 222, 450

Political Science: PLSC 358, 359, 361.

Free Electives:

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
- (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.

Rationale: Reflecting the existing catalog description of the Pre-Law Interdisciplinary Minor, the English/Pre-Law Track emphasizes the acquisition and practice of excellent writing, speaking, and problem-solving skills, all needed to do well in law school admission examinations. To this end, students in the track are required to take 6 credits of courses that focus on persuasive communication. These include 3 credits in the history and theory of rhetoric, and 3 credits in either persuasive speaking and writing or public speaking. Students in the track need to take 3 credits of courses focusing on writing in addition to the 3 credits of writing required of all English BA majors.

Reflecting the specific concerns of English as a field and the unique set of skills and perspectives it provides to students, majors in the track must take 6 credits of courses that focus on the relationship of language, cultural power, and interpretation. The law is intertwined with the history, representation, and conceptualization of power relations, and these courses enable students to explore, recognize, and engage with these matters. They fall into two broad categories. ENGL 308 Literary, Textual, and Cultural Studies Theory and 466 Topics in Theory emphasize the identification and analysis of complex cultural problems as they relate to English, particularly the politics of literary and cultural representation. ENGL 336 Language, Gender, and Society; 344 Ethnic American Literature; 348 African American Literature; 350 Gender/Sexual Orientation in Literature, Theory, and Film; 385 Advanced Studies in Women's Literature; and 396 Literature of Emerging Nations are courses that explore issues of identity, minority, and region, particularly as they relate to the literary representation of cultural, historical, and political inequities.

PHIL 110 Reasoning and the Law has been added to the list of options for the Controlled Electives for Pre-Law Interdisciplinary Track because its focus will work well for students in the English Studies/Pre-Law Track.

Current Program:

Bachelor of Arts—English

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College:
 Foreign Language Intermediate Level (1)

Major:
Required Courses:

ENGL 210	British Literature to 1660	3cr
ENGL 211	British Literature 1660-1900	3cr
ENGL 212	American Literature: Beginnings to 1900	3cr
ENGL 213	British and American Literature Since 1900	3cr

Proposed Program:

Bachelor of Arts--English/Film Studies Track

53 Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

0-6 College: Foreign Language Intermediate Level (1) **0-6**

36 Major: **36**
Required Core Courses:

Two courses chosen from literary survey courses: ENGL 210, 211, 212, 213, 226	6cr
One writing course chosen from ENGL 220, 221, 222	3cr
One language course chosen from ENGL 203, 313, 328	3cr
Capstone course: ENGL 484	3cr
One Film Studies required course: ENGL 208	3cr

<p>Controlled Electives: (2, 3) One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422 Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F</p>	<p>24cr</p>	<p>Controlled Electives: (2, 3) Four Film Studies courses chosen from: ENGL 332, 350, 440, 450, 460, 463 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202</p>	<p>18cr</p>
<p>Free Electives:</p>	<p>25-31</p>	<p>Free Electives:</p>	<p>25-31</p>
<p>Total Degree Requirements:</p>	<p>120</p>	<p>Total Degree Requirements:</p>	<p>120</p>
<p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G. (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.</p>		<p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings. (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.</p>	
<p>Current Program:</p>		<p>Proposed Program:</p>	
<p>Bachelor of Arts--English</p>		<p>Bachelor of Arts--English/Language Studies Track</p>	
<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix</p>	<p>53</p>	<p>Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix</p>	<p>53</p>
<p>College: Foreign Language Intermediate Level (1)</p>	<p>0-6</p>	<p>College: Foreign Language Intermediate Level (1)</p>	<p>0-6</p>
<p>Major: Required Courses: ENGL 210 British Literature to 1660 3cr ENGL 211 British Literature 1660-1900 3cr ENGL 212 American Literature: Beginnings to 1900 3cr ENGL 213 British and American Literature Since 1900 3cr</p>	<p>36</p>	<p>Major: Required Core Courses: Two courses chosen from literary survey courses: ENGL 210, 211, 212, 213, 226 6cr One writing course chosen from ENGL 220, 221, 222 3cr One language course chosen from ENGL 203, 313, 328 3cr Capstone course: ENGL 484 3cr One Language Studies required course: ENGL 203 3cr</p>	<p>36</p>

<p>Controlled Electives: (2, 3) One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422 Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F</p>	<p>24cr</p>	<p>Controlled Electives: (2,3) Four Language Studies courses chosen from : ENGL 313, 321, 328, 330, 333, 336, 426 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202</p>	<p>18cr</p>
---	-------------	--	-------------

Free Electives:	25-31	Free Electives:	25-31
Total Degree Requirements:	120	Total Degree Requirements:	120

- | | |
|--|--|
| <p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
 (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
 (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.</p> | <p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
 (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.
 (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.</p> |
|--|--|

Current Program:

Bachelor of Arts--English

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: **0-6**
 Foreign Language Intermediate Level (1)

Major: **36**
Required Courses:

ENGL 210	British Literature to 1660	3cr
ENGL 211	British Literature 1660-1900	3cr
ENGL 212	American Literature: Beginnings to 1900	3cr
ENGL 213	British and American Literature Since 1900	3cr

Proposed Program:

Bachelor of Arts--English/Literary, Textual, and Cultural Studies Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **53**
Humanities Literature: ENGL 122
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with ENGL prefix

College: **0-6**
 Foreign Language Intermediate Level (1)

Major: **36**
Required Core Courses:

Two courses chosen from literary survey courses: ENGL 210, 211, 212, 213, 226	6cr
One writing course chosen from ENGL 220, 221, 222	3cr
One language course chosen from ENGL 203, 313, 328	3cr
Capstone course: ENGL 484	3cr
One Literary, Textual, and Cultural Studies required course: ENGL 308	3cr

<p>Controlled Electives: (2, 3) One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422 Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F</p>	<p>24cr</p>	<p>Controlled Electives: (2, 3) Four Literary, Textual, and Cultural Studies courses chosen from ENGL 210, 211, 212, 213, 225, 226, 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319, 335, 337, 338, 340, 341, 342, 343, 344, 348, 349, 350, 354, 385, 386, 387, 396, 398, 430, 432, 434, 436, 437, 461, 462, 463, 466 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202</p>	<p>18cr</p>
<p>Free Electives:</p>	<p>25-31</p>	<p>Free Electives:</p>	<p>25-31</p>
<p>Total Degree Requirements:</p> <p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G. (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.</p>	<p>120</p>	<p>Total Degree Requirements:</p> <p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings. (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.</p>	<p>120</p>
<p>Current Program:</p>		<p>Proposed Program:</p>	
<p>Bachelor of Arts--English Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix</p>	<p>53</p>	<p>Bachelor of Arts--English/Writing Studies Track Liberal Studies: As outlined in Liberal Studies section with the following specifications: Humanities Literature: ENGL 122 Mathematics: 3cr Liberal Studies Electives: 9cr, no courses with ENGL prefix</p>	<p>53</p>
<p>College: Foreign Language Intermediate Level (1)</p>	<p>0-6</p>	<p>College: Foreign Language Intermediate Level (1)</p>	<p>0-6</p>
<p>Major: Required Courses:</p> <p>ENGL 210 British Literature to 1660 3cr ENGL 211 British Literature 1660-1900 3cr ENGL 212 American Literature: Beginnings to 1900 3cr ENGL 213 British and American Literature: Since 1900 3cr</p>	<p>36</p>	<p>Major: Required Core Courses:</p> <p>Two courses chosen from literary survey courses: ENGL 210, 211, 212, 213, 226 6cr One writing course chosen from ENGL 220, 221, 222 3cr One language course chosen from ENGL 203, 313, 328 3cr Capstone course: ENGL 484 3cr</p>	<p>36</p>

<p>Controlled Electives: (2, 3) One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319 One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338 One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396 One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399 One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436 One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422 Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under categories A through F</p>	<p>24cr</p>	<p>Controlled Electives: (2,3) Two courses chosen from Craft and Genre: ENGL 220, 221, 222, 325, 326, 327, 421 One course chosen from Forms and Theories: ENGL 308, 335, 340, 341, 342 Two courses chosen from Studio/Portfolio/Career Preparation: ENGL 360, 420, 483, 493 Two courses with ENGL prefix except ENGL 100, 101, 121, and 202</p>	<p>21cr</p>
<p>Free Electives:</p>	<p>25-31</p>	<p>Free Electives:</p>	<p>25-31</p>
<p>Total Degree Requirements:</p>	<p>120</p>	<p>Total Degree Requirements:</p>	<p>120</p>
<p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G. (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings.</p>		<p>(1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) An internship, aside from counting for up to 6cr toward the major, makes the B.A. degree recipient much more employable by providing job experience. Students should see the English B.A. Internship Director for advice about available openings. (3) Courses used to fulfill Core requirements cannot also be used to fulfill Track requirements.</p>	

f. Program Catalog Description Change:

APPROVED

Current Catalog Description:

The English Department's Bachelor of Arts degree in Humanities curriculum emphasizes the traditional concerns of English literary study by providing a common core of four courses that provide students with a uniform background in English and American literature, after which they are offered a wide range of choices in six substantial areas of required study. These required and controlled-elective courses constitute 30 credits of a major that totals 36; the remaining courses can be any upper-level English elective offerings, but students are urged to explore possibilities carefully with their advisors so as to complete the program best suited to their future goals.

Specifically, after completing the four prerequisite courses and the Liberal Studies English requirements, students must take

- one Period Course (Category A)
- one Form and Theory of Genre Course (Category B)
- one Alternative Literatures Course (Category C)
- one International Literatures Course (Category D)
- one Major Western Authors Course (Category E)
- one Writing, Speech, Linguistics Course (Category F)
- a minimum of *two* courses beyond these group requirements. These two courses may be from one or more of the groups or may be Topics, courses in literature, film, or literary theory.

Students, especially those for whom the B.A. is a terminal degree, are encouraged to seek an internship in their junior or senior year as a means of developing and demonstrating the skills they have acquired.

Since the major can be completed with 36 credits of coursework, students have 25-31 credits outside of the Liberal Studies requirements, depending on their foreign language status, of unspecified coursework. Students should explore their options carefully with their advisor. Beyond the basic requirements of the major, opportunities exist for students to elect courses allowing them to concentrate further in such areas as writing, film, and British or U.S. literature.

Proposed Catalog Description:

English

The English Department's Bachelor of Arts degree in English reflects the diversity of subject matter, methods, and purposes of this vital, constantly evolving field. BA majors will have the opportunity to pursue the traditional concern of literary study—the careful analysis of canonized works—as well as encounter and analyze texts by members of traditionally marginalized groups and texts that are nontraditional or innovative in form and content. We encourage students to design their course of study so that they can be active and capable members of the global community and effective contributors to the multicultural workplace. To these ends, the department is committed to promoting and supporting an intellectual environment in which minority writers, nontraditional texts, and a variety of critical perspectives are an integral part of the curriculum.

After completing the introductory course in English (ENGL 122), all BA majors will take a core of 15 credits: 6 credits of historical/regional literary survey courses; 3 credits of a writing course; 3 credits of a rhetoric, speech, or linguistics course; and 3 credits of an upper-level capstone course. In addition to these core courses, all BA majors will take 6 credits of English elective courses and declare a Track of 15 credits, chosen from the following: Film Studies; Language Studies; Literary, Textual, and Cultural Studies; or Writing Studies.

Since the BA major can be completed with 36 credits of coursework, students will have 25-31 credits outside of the Liberal Studies requirements to develop other interests, including a second major or a minor. In addition to creating these sorts of academic connections, we encourage our students to explore and enhance links between their scholarship and their professional goals by seeking an internship in their junior or senior year. Students should explore their options carefully with their advisors.

English—Film Studies Track

The Film Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of films of all genres and countries of origin. A student who completes the Film Studies Track will be able to recognize major developments in the history of film; apply the analytical skills and methods best suited to comprehend the significance and aesthetics of films; analyze the ways visual imagery interacts with audience, culture, medium, and ideology; and recognize and analyze the ways in which films communicate ideas about race, gender, sexual

orientation, and identity. The Film Studies Track prepares students for any profession that requires strong analytic, cultural, and aesthetic skills and for academic study in cultural studies.

English—Language Studies Track

The Language Studies Track enables students to design a course of study in language development, structure, and use. A student who completes the Language Studies Track will be able to identify and analyze the social and political applications of language used by and about speakers, writers and subjects from both dominant and underrepresented linguistic communities; apply an increased language sensibility to personal, academic, social, and professional communication; and analyze specific discourse types and contexts. The Language Studies Track prepares students for any profession that requires strong analytic skills and for academic study in rhetoric and linguistics.

English—Literary, Textual, and Cultural Studies Track

The Literary, Textual, and Cultural Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of texts of all kinds, especially literary texts. A student who completes the Literary, Textual and Cultural Studies Track will be able to identify the unique material, symbolic, formal, and aesthetic qualities of texts of all kinds, especially literary texts; apply the analytical skills and methods best suited to comprehend the significance of texts; analyze the ways that texts of all kinds interact with audience, culture, medium and ideology; evaluate the role of theory—its methods, history, politics, and functions—in literary, textual, and cultural studies analysis; and examine the ways in which questions of race, gender, sexual orientation, and identity affect our interactions with both traditional and nontraditional literature and theory. The Literary, Textual, and Cultural Studies Track prepares students for any profession that requires strong analytic, communication, cultural, and aesthetic skills and for academic study in literary and cultural studies.

English—Writing Studies Track

The Writing Studies Track enables students to design a course of study in the theory and practice of writing in a variety of genres. A student who completes the Writing Studies Track will be able to demonstrate skills in the analysis, construction, and presentation of texts; identify and apply productive, effective, and creative approaches to writing tasks for diverse audiences; and create a portfolio of writing for use in applying to graduate programs or for professional positions. The Writing Studies Track prepares students for any career that requires professional writing skills.

Rationale: The field of English has changed a good deal since our current curriculum was created over twelve years ago, relying less on models that treat literature in isolation from other forms of representation and more on an integrationist approach. The current Category system artificially separates aspects of the discipline that have historically been connected and which have become increasingly interrelated. What is more, the Category system, unwieldy from its implementation, has grown increasingly restrictive for both students and the department. Courses in particular Categories too often suffer low enrollment and thus face cancellation, and the sheer imbalance among Categories in number of courses results in some courses not coming up on the rotation cycle with the same frequency as others. In addition, courses fulfilling only electives (Category G) are particularly vulnerable to being cancelled or not even making it onto the

rotation cycle on a regular basis. None of these problems has anything to do with the pedagogical value of the courses affected; they are only a consequence of the curriculum's structure.

The first paragraph of the revised Catalog Description better reflects changes in the discipline and the B.A. Program's own Mission Statement, created and approved by the full department about four years ago. The new Track requirement will offer more flexibility in course offerings than the current Category system. Freed from the rigid rotation we currently must follow to insure that at least one course in each Category is offered each semester, we will be able to design a rotation list more sensitive to students' interests and needs. Thus, course cancellation for low enrollment numbers should be less likely, and students will be enrolling in a course they truly want/need for their program of study, not merely because it is the only one offered in a Category.

The requirements for the current program are comprised exclusively of literary survey courses, furthering the erroneous idea that English is limited to the study of literature. The requirements for the revised program (called Core Courses), however, include writing and language studies courses as well as literature courses. The final Core Course requirement is a capstone course, offering a unique opportunity for students to both reflect on their learning throughout their academic career and plan for future careers that take full advantage of that learning.

Overall, the revised program will position the IUP English B.A. Program to compete successfully with other institutions for students considering an English major. Surveys of majors conducted over the last seven years—as well as conversations among faculty and students—have shown that many of our majors are interested in specific areas of English besides literary studies, which our current curriculum privileges. The current Category system, however, prohibits a student from taking more than three course in film, language, or writing—and only then by using all of his/her electives to do so. In addition, the Literary, Textual, and Cultural Studies Track allows students to concentrate their studies in relevant courses if they wish.

In fact, our research of other institutions demonstrates the competition we are facing for English majors wishing to focus in an area of study such as film, language studies, or writing. Of 101 programs examined, 49 have multiple routes towards a Bachelor of Arts degree in English. For example, six of the ten "Primary IUP Peer Institutions" (as of four years ago) offer a major in Writing as well as Literature. Of 54 institutions similar to IUP in size, setting, and cost, twenty have programs with options to focus on Writing, and several offer programs in Film and/or Cultural Studies. At a regional level, of the 13 other SSHE universities, six currently have options for more than two tracks in their English undergraduate program as do University of Pittsburgh, Penn State University, and Ohio University. Finally, the design of the Track requirement necessitated the creation of a few new courses, particularly those functioning as introductions to the Tracks. Other changes in course offerings are intended to eliminate redundancy as well as make descriptions and titles more precise and numbers more indicative of course expectations.

3. Liberal Studies Revision Steering Committee—Program Revision

APPROVED

New Catalog Description:

Liberal Studies

All undergraduate students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 49 credits divided among Learning Skills, Knowledge Areas and Capstone. The number of credits may increase or decrease depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

Liberal Studies provides the broad vision and understanding that enable individuals to enjoy full, rich lives and to play constructive roles in their communities. IUP's Liberal Studies curriculum is designed to meet Indiana University of Pennsylvania's *Expected Undergraduate Student Learning Outcomes* as outlined below:

1. **Informed Learners understand nature and society through forms of inquiry fundamental to the sciences, the humanities, and the arts. Learners are informed by knowledge and ways of knowing that extend beyond core concepts enabling them to link theory and practice.**

Informed Learners demonstrate knowledge and understanding of:

- the ways of modeling the natural, social and technical worlds
- the aesthetic facets of human experience
- the past and present from historical, philosophical and social perspectives
- the human imagination, expression and traditions of many cultures
- the interrelationships within and across cultures and global communities
- the interrelationships within and across disciplines

2. **Empowered Learners are critical thinkers who demonstrate intellectual agility and creativity and the ability to manage or create change. They are able to derive meaning from experience and observation. They communicate well in diverse settings and employ various strategies to solve problems. They are empowered through mastery of intellectual and practical skills.**

Empowered Learners demonstrate:

- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- the ability to transform information into knowledge and knowledge into judgment and action
- the ability to work within complex systems and with diverse groups
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

3. **Responsible Learners are engaged citizens of a diverse democratic society who have a deep sense of social responsibility and ethical judgment. They are responsible for their personal actions and civic values.**

Responsible Learners demonstrate:

- intellectual honesty
- concern for social justice
- civic engagement
- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society and on the physical world
- an understanding of themselves and a respect for the identities, histories, and cultures of others

Liberal Studies Requirements

The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.

Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. In order to meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.

LEARNING SKILLS		21-22cr
First Year Seminar	3 (1)	
English Composition I and II	6	
Mathematics	3-4	
Dimensions of Wellness	3 (2)	
Global and Multicultural Awareness	3 (3)	
Oral or Technical Communication	3 (4)	

KNOWLEDGE AREAS		28-29cr
------------------------	--	----------------

Humanities	9
-------------------	---

One course in history, one in literature and one in philosophy or religious studies.

Fine Arts: One Course from List	3
--	---

Natural Science: Choose 1 Option	7-8
---	-----

Option I (8 credits): Two-semester Laboratory Course Sequence
 Any two courses with laboratories (4cr each) from the natural science laboratory course list.

Option II (7 credits): One Laboratory plus One Nonlaboratory Course
 One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science nonlaboratory course list.

Social Science: Three Courses from List

9

CAPSTONE

0-3cr (5)

TOTAL

49-54cr

- (1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.
- (2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.
- (3) Students may fulfill the Global and Multicultural Awareness requirement by completing one course from a menu of approved Global and Multicultural Awareness courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.
- (4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.
- (5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major’s course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major’s section, but the requirement is considered to have been met if an LS approved major’s capstone course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student’s curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student’s curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. The English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student’s primary major.
2. The Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.

3. The Global and Multicultural Awareness course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
4. The Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. The Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. The Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

Current Program:		Proposed Program:	
Liberal Studies		Liberal Studies	
Learning Skills: English Composition: Two Courses	7cr	The Liberal Studies program consists of Learning Skills, Knowledge Areas, Capstone and Competency-Across-the-Curriculum requirements.	
Learning Skills: Mathematics	3-6cr		
Humanities: Three Courses*	9cr	Note: Specific courses may be required or recommended by colleges or major departments; see degree program outlines for specifications. To meet Pennsylvania Department of Education (PDE), National Council for Accreditation of Teacher Education (NCATE) and Pennsylvania State System of Higher Education (PASSHE) mandates, exceptions to the Liberal Studies requirements for Teacher Education majors will be necessary.	
*One course in history, one in literature and one in philosophy or religious studies.			
Fine Arts: One Course from List	3cr		
Natural Science: One Option	8-10cr		
Option I: Two-semester Laboratory Course Sequence	8cr	LEARNING SKILLS	21-22cr
Option II: One Laboratory plus Two Nonlaboratory Courses	10cr	First Year Seminar	3 (1)
Social Science: Three Courses from list	9cr	English Composition I and II	6
Health and Wellness: One Course	3cr	Mathematics	3-4
Liberal Studies Electives:	0-9cr	Dimensions of Wellness	3 (2)
		Global and Multicultural Awareness	3 (3)
Non-Western Cultures Course from List	3cr*	Oral or Technical Communication	3 (4)
*Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department		KNOWLEDGE AREAS	
Synthesis: One Course	3cr	Humanities	28- 29cr
TOTAL	48-54cr		9
Writing Across the Curriculum: Minimum of Two "W" Courses		One course in history, one in literature and one in philosophy or religious studies.	
All students must include among the total course required for graduation a minimum of two designated writing-intensive courses. One of these courses must be in the student's primary major; the other(s) may be in Liberal Studies, college or major requirements, or free electives.		Fine Arts: One Course from List	3
		Natural Science: Choose 1 Option	7-8
		Option I (8 credits): Two-semester Laboratory Course Sequence	
		Any two courses with laboratories (4cr each) from the natural science laboratory course list.	
		Option II (7 credits): One Laboratory Course plus One Non-laboratory Course	
		One course with a laboratory (4cr) from the natural science laboratory course list and one course (3cr) from the natural science nonlaboratory course list.	

Social Science: Three Courses from List	9
CAPSTONE	0-3cr (5)
TOTAL	49-54cr

- (1) Students may fulfill the First Year Seminar requirement by completing a total of three credits from the menu of First Year Seminar courses that includes one, two and three credit courses.
- (2) Students may fulfill the Dimensions of Wellness requirement by completing a total of three credits from the menu of Dimensions of Wellness courses that includes one, two and three credit courses.
- (3) Students may fulfill the Global and Multicultural Awareness requirement by completing one course from a menu of approved Global and Multicultural Awareness courses. This requirement may also be fulfilled by completing an approved foreign language course. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.
- (4) This requirement may be fulfilled by completing an approved Oral or Technical Communication course.
- (5) All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major’s course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major’s section, but the requirement is considered to have been met if an LS approved major’s capstone course is completed. In order to apply zero credits to Liberal Studies for the Capstone requirement students must complete the capstone course in the major.

COMPETENCY-ACROSS-THE-CURRICULUM REQUIREMENTS

Students must also complete courses that fulfill six specified competencies. These may be completed in any part of the student’s curriculum with exceptions explained below.

1. Global Citizenship (1 course)
2. Information Literacy (1 course)
3. Oral Communication (1 course)
4. Quantitative Reasoning (1 course)
5. Scientific Literacy (1 course)
6. Written Communication (2 courses)

The Competency-Across-the-Curriculum (CAC) Requirements may be completed in any part of the student’s curriculum, including major courses, Liberal Studies courses and/or electives with the following exceptions:

1. The English Composition courses taken to fulfill the Learning Skills requirements do not also fulfill the Written Communication CAC. At least one Written Communication CAC course must be accomplished in the student’s primary major.
2. The Global and Multicultural Studies course taken to fulfill the Learning Skills requirement does not also fulfill the Global Citizenship CAC.
3. The Mathematics course taken to fulfill the Learning Skills requirement does not also fulfill the Quantitative Reasoning CAC.
4. The Oral Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Oral Communication CAC.
5. The Technical Communication course taken to fulfill the Learning Skills requirement does not also fulfill the Information Literacy CAC.
6. The Natural Science courses taken to fulfill the Knowledge Areas requirement do not also fulfill the Scientific Literacy CAC.

List of all associated course changes (*new or revised courses, number, title, or description changes, and deletions*).

Liberal Studies courses and categories will be revised incorporating, as appropriate, the criteria written by the Liberal Studies Revision subcommittees (fall 2007). These revised criteria will be incorporated into a new Liberal Studies Curriculum Handbook and advanced, for action, through the approved curriculum processes. Existing Liberal Studies courses will be re-designed to help students fulfill one or more of the approved Liberal Studies Expected Undergraduate Student Learning Outcomes, (Informed Learners, Empowered Learners, and Responsible Learners) and to meet the approved Liberal Studies criteria. Course revisions will be advanced through the approved curriculum processes. New Liberal Studies courses will also be designed for students to meet the Expected Undergraduate Student Learning Outcomes and to incorporate the revised Liberal Studies criteria as appropriate. These courses will also advance through the curriculum approval process. All existing and new courses proposed to fulfill any Liberal Studies requirement must address the criteria in the revised Liberal Studies Curriculum Handbook and be advanced through the curriculum approval process for inclusion in the program.

1. English 101 is reduced from 4 to 3 credits. Recommended enrollment is 20 students per section, based on standards from the National Council of Teachers of English.
2. Students are required to complete at least one Global and Multicultural Awareness course. Students may fulfill this requirement by completing one course from a menu of approved Global and Multicultural Awareness course. This requirement may also be fulfilled by completing an approved foreign language course. The range of credits is 0-3 allowing foreign language proficiency testing or an approved study abroad program to fulfill the requirement for this category.
3. Departments offering courses in the Humanities Knowledge Area would be encouraged to develop a menu of course options to fulfill these course requirements.
4. The Natural Science options will be either: Option I: two lab science courses (without restrictions on prefixes unless specified by a student's major) or Option 2: one lab science course and one non-lab science course. Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. All students must fulfill this requirement by completing an approved Capstone course – either an interdisciplinary course outside the major or a major's course that has been approved as a Capstone option. The credits for the capstone requirement may be counted either in the Liberal Studies section or in the major's section, but the requirement is considered to have been met if an LS approved major's capstone course is completed.
6. Each Liberal Studies course will be required to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter.
7. Each Liberal Studies course must address either Critical Thinking or Critical Reading.
8. The Liberal Studies Elective Category is eliminated.
9. The Liberal Studies Synthesis Category is eliminated.

10. Learning Skills Category Changes

A. First Year Seminar (FYS)

The proposed First Year Seminar consists of three (3) credits as the center of a formal first year experience and may stand-alone or be linked with another course. Seminars will consist of content related to learning principles, intellectual honesty, ethics, and values and will provide opportunities for collaborative learning, service learning and/or co-curricular involvement. The first year of college presents the highest risk for student failure or drop-out but when students are given an early, formal introduction to college, they are more likely to experience satisfaction and to graduate (Pascarella & Terenzini, 1991, 2005; Tinto, 1993). If IUP's persistence to the second year rate can be increased by three percent, about 90 students, the result is a cost savings of nearly \$450,000 in the first year alone (See Appendix 1). The research provides substantial evidence that along with persistence and degree attainment, first-year seminars have benefits for students regardless of gender, ethnicity, age, or major. A survey by the Policy Center on the First Year of College (2002) reports that first-year seminars are a key feature at over 70% of American institutions of higher education and 94% of these seminars are offered for credit. Also, the proposed First Year Seminar can aid in the achievement of several goals outlined in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and the American Association of Colleges and University's (AAC&U) recent research, *College Learning for the New Global Century*.

B. Dimensions of Wellness

The recommendation is for a menu of delivery options and a change in the category title. The current curriculum requires a standard three-credit Health and Wellness course including exercise, nutrition, stress, substance abuse, and physical or laboratory activities. The recommendation is for a menu of 1-, 2-, and 3-credit options allowing students to explore an area of health and wellness relevant to their own wellness needs and the option to select a physical activity best suited to their physical and emotional inclinations. By allowing student choice in the physical activity component, students may be more likely to adopt an activity over a lifetime, rather than just for the duration of the course.

C. Global and Multicultural Awareness

The recommendation is for all students to complete a minimum of three credits from an approved list of Global and Multicultural Awareness courses. Students would also be able to fulfill this requirement by completing any approved foreign language course. The proposed revision enhances students' exposure by requiring that *all* students have a minimum of three credits in the area of Global and Multicultural Awareness. Departments and programs that currently have a foreign language requirement may apply one course of that requirement to fulfill this Liberal Studies component. Students who complete an approved study abroad program or pass an appropriate foreign language proficiency test will be considered to have met this requirement.

D. Oral or Technical Communication

The proposed Liberal Studies revision includes a three-credit requirement designed to introduce students to the concepts of effective oral or technical communication. Oral and technical communication skills are fundamental in today's job market and communication skills are at the top of virtually every list of skills that employers seek. Options for this requirement include the completion of an approved Oral Communication course or an approved Technical Communication course. An oral communication course early in the curriculum should actively engage students in the skills emphasized in the course including delivery of oral presentations and teach the foundational skills of oral communication allowing that knowledge to be applied in courses designed to meet the oral communication competency-across-the-curriculum and majors courses that require student presentations. Technical communicators frequently act as important mediators between technology and users, designing and developing communication tools such as instructional manuals, reports, scripts and web sites. A technical communication course early in the curriculum should help students to use computers and other technology as tools for organization, communication, research and problem solving (Johnson, 2006). Communication skills are one of several recommended liberal education goals identified by the PASSHE Board of Governors (PASSHE Board of Governors, 1993). Depending on the degree to which oral communication or technical communication skills are emphasized in major's courses, departments would determine which LS option would be recommended for their students.

11. Knowledge Area Changes

A. Humanities

The recommendation is to provide students with a menu of options for completing the History and Literature requirements. Rather than all students being required to take HIST 195, the History Department is encouraged to provide a menu of several appropriate history courses for this category. In the same manner, the English and Foreign Language Departments are encouraged to provide several courses that could be used to fulfill the Literature requirement allowing more options and flexibility for students to meet the requirement. The requirement to complete one history course, one literature course and one philosophy or religious studies courses remains unchanged from the current Liberal Studies curriculum.

B. Natural Science

The proposed curriculum recommends a choice of Option I of eight credits (two lab science courses with any approved prefix) or Option II of seven credits (one lab science and one non-lab science from any approved prefix unless natural science requirements are otherwise specified by a student's major). In the current curriculum, natural science Option II (1 lab science and 2 non-lab science courses) is often misunderstood by advisers and students. Option I, requiring two laboratory sciences, paired together in sequence, triggers the highest number of requests for exemption to our current LS requirements. In the majority of cases advisers and chairpersons have supported

students' requests for exceptions to Option I. The requirement that science courses bearing the same prefix must be completed in sequence is viewed as inflexible, especially for transfer students. Many transfer students have already completed one lab science course and prefer to study another branch of science, rather than take another lab course in the same field. In the revised program, the study of science is further enhanced as students must complete a Scientific Literacy Competency-Across-the-Curriculum course.

C. English Composition

The recommendation is to change English Composition from seven to six credits and cap enrollment for English 101 at 20 students per section. IUP's current four-credit English Composition I (ENGL 101) is designed with three hours of faculty workload designated for classroom instruction and one hour of faculty workload designated for individual student conferencing outside of class. Assigning one credit of faculty load for this activity is inconsistent with what is offered at institutions across the country, including the 13 other PASSHE universities. If student conferences are an essential pedagogy, limiting classes to 20 students will allow this practice to continue.

D. Liberal Studies Elective Category

The recommendation is to eliminate the Liberal Studies Elective category. The original intent of this category was to offer a menu of options allowing students to study an area of interest in-depth. This has not been the case. Instead, this category has been utilized by programs to satisfy majors' requirements by dictating which Liberal Studies Electives must be taken. Additionally, this category creates confusion for students who misunderstand the requirement and enroll in elective courses that are not approved Liberal Studies Electives courses. This category was criticized during the 1995 Middle States site visit as a "hodge-podge" of courses without a thematic basis. Additionally, to meet the 120 credit mandate from PASSHE, many departments reduced or eliminated their Liberal Studies Elective requirements. Courses currently approved as Liberal Studies Electives could be redesigned to be approved, where appropriate, as options for other Liberal Studies categories in the revised curriculum.

12. Capstone

The recommendation is to add a required Capstone course. During the Liberal Studies Revision Steering Committee (LSRSC) 2006 summer focus group meetings, faculty expressed a strong preference for an option allowing a capstone course to be offered either in or out of the major. One argument in favor of this approach was that students would take the capstone course more seriously [than LBST 499] if it were more applicable to their major. A capstone course also aids in accomplishing several goals found in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and AAC&U's research, *College Learning for the New Global Century*. Whether the Capstone is accomplished in or out of the major, all such courses would address the Capstone criteria and would require Liberal Studies Committee approval.

LBST 499

The recommendation is to eliminate the LBST 499, Senior Synthesis requirement. Our previous attempt at instituting a “capstone” course was through the LBST 499 requirement. Discussions with faculty and students over the past few years indicate a general displeasure with the status of our synthesis offerings and highlight concerns about how effective some of the offerings are for senior students. The premise of the synthesis concept has been challenged; to what degree can students achieve synthetic understanding when they lack prerequisite knowledge in that disciplinary field. Currently, IUP is unable to offer sufficient sections of LBST 499 to accommodate the needs of students. Students are forced to enroll in whatever section has open seats regardless of the topic or their interest in the topic. By allowing the capstone course as described above to be offered in or out of the major, IUP’s ability to support and sustain high-quality capstone courses would be increased.

13. Competencies-across-the-Curriculum

The *Middle States Standard on General Education* states, “the curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy” (Middle States Commission on Higher Education, 2002, p. 37). An intentional across-the-curriculum approach can result in the building and reinforcement of these skills first in Liberal Studies (LS) courses and then in majors’ courses across the students’ program of study, assuring proficiency in these competencies upon graduation. These competency requirements may be met through any part of a student’s undergraduate program with exceptions as explained in the revised Liberal Studies program description previously. It is possible that a course could be approved to meet as many as two (but no more than two) of these six competencies.

A. Global Citizenship

The recommendation is for students to complete one (1) approved Global Citizenship course to fulfill the Global Citizenship Competency-Across-the Curriculum requirement. A Duke University report synthesizes research showing the acute need for multilingual and culturally aware workers in U.S. corporate managerial and government positions. Global citizens are aware of the wider world, have a sense of their own role as a world citizen and an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally (Duke University, 2006). Such courses will help students develop the skills, attitudes and values that will enable them to work together (across cultures and countries). Additionally, this requirement will aid in broadening their understanding of the links between their lives and those of people throughout the world (Bournemouth University, 2007).

B. Information Literacy

The recommendation is for students to complete one (1) approved Information Literacy course to fulfill the Information Literacy Competency-Across the Curriculum requirement. Information literacy is a set of skills that enable individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively

the needed information” (American Library Association, 1989, p.1). Courses approved for this competency will be expected to incorporate the IUP Information Literacy Competency Standards approved by IUP Senate (IUP Information Literacy Competency Standards, 2003). Many entering freshmen at IUP have an unsophisticated knowledge of how to access, interpret, and evaluate information. One survey conducted in Spring 2002 by the IUP Information Literacy Task Force suggested that graduating seniors make only small gains in mastering information literacy skills over the four years, but still are not at a level of expected proficiency by the time they graduate (IUP Ad Hoc Information Literacy Task Force, 2002).

C. Oral Communication

The recommendation is for students to complete one (1) identified Oral Communication course to fulfill the Oral Communication Competency-Across the Curriculum requirement. This requirement is in addition to the three-credit Oral Communication or Technical Communication course in the Learning Skills. Oral communication is central to success in society and the ability to communicate effectively is a skill that must be addressed in the Liberal Studies curriculum. The Middle States Standard on General Education specifically identifies oral communication as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

D. Quantitative Reasoning

The recommendation is for students to complete one (1) approved Quantitative Reasoning course to fulfill the Quantitative Reasoning Competency-Across the Curriculum requirement, in addition to the mathematics course required in the Learning Skills. The Mathematics Association of America (2007) suggests that a course or two in mathematics is insufficient to help students gain a level of proficiency, but that a foundational experience in mathematics should be coupled with a continuation experience or an “across the curriculum” approach with an array of courses both within and outside of mathematics. The Middle States Standard on General Education specifically identifies quantitative reasoning as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

E. Scientific Literacy

The recommendation is for students to complete one (1) approved Scientific Literacy course to fulfill the Scientific Literacy Competency-Across the Curriculum requirement, in addition to the two courses required in the Natural Science Knowledge Area. The credits in the Natural Science category are revised and the Scientific Literacy Competency Across-the-Curriculum is added to ensure that students build on science concepts and skills across their program of study. The Middle States Standard on General Education specifically identifies scientific literacy as a skill in which students should be able to demonstrate proficiency by the time they graduate (Middle States Commission on Higher Education, 2002).

F. Written Communication

The recommendation is for students to complete two (2) approved Written Communication courses to fulfill the Written Communication Competency-Across-the-Curriculum in addition to the two English Composition courses required in the Learning Skills. At least one Written Communication Competency-Across-the-Curriculum course must be completed in the student's major course of study. This competency is consistent with IUP's current Writing Across-the-Curriculum requirement. "IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university-wide. This idea means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill" (Criteria for Liberal Studies Courses at IUP, 1992, p. 24).

Rationale:

Introduction: A revision in the Liberal Studies curriculum is necessitated by identified deficiencies in our current curriculum, such as those in the Middle States Standard #12 and in the assessment findings. Furthermore curriculum revision is driven by the dramatic changes in the world that have occurred since the implementation of the current curriculum in 1989 and the need to have a more intentional approach to student learning across the curriculum. Well-respected academies in higher education and our regional accrediting body, the Middle States Commission on Higher Education, expect that baccalaureate graduates achieve a degree of proficiency with content related to global awareness, information literacy, oral communication, and values and ethics. Additionally, the Pennsylvania State System of Higher Education specifies that general education for baccalaureate degrees consists of a "broad program of study in the liberal arts and sciences, such that at least 40% of the total baccalaureate degree requirements are met in the areas of humanities, fine arts, communication, social and behavioral sciences, mathematics, and the natural sciences" (PASSHE Board of Governors, 1990, p.2).

In the proposed revision, each Liberal Studies course will need to address diversity, specifically addressing the perspectives and contributions of ethnic and racial minorities and women whenever appropriate to the subject matter. Additionally, each Liberal Studies course must address either Critical Thinking or Critical Reading as appropriate to the subject matter.

In response to the question "Why do we need to revise the current Liberal Studies curriculum?" the question is answered by exploring the impact of a revised curriculum on five main areas: *students, faculty, program requirements, assessment and resources.*

Impact on Students

- **Global Changes** -- "In recent years, the ground has shifted for Americans in virtually every important sphere of life, economic, global, cross-cultural, environmental and civic" (AAC&U, 2007, pg. 2). Revisions (additions) to the current curriculum are necessary to prepare students for work, life and citizenship in the 21st century.
- **Expected Undergraduate Student Learning Outcomes**--In May 2006, this University embraced a set of student learning outcomes. These outcomes are meant to be achieved by students across the curriculum, not exclusively in Liberal Studies courses, requiring a re-

thinking of the structure of the current curriculum (AAC&U, 2007). In order for students to achieve these expectations a revision of each existing Liberal Studies course is appropriate and necessary. Rather than revise individual courses in a piecemeal fashion, it makes sense to use this opportunity to examine the entire Liberal Studies curriculum. The revision proposal is intended to build a curriculum that is cohesive, promotes intentional learning and fosters the achievement of student learning outcomes across the curriculum.

- **Intentional Learners**--The current curriculum does not adequately address the importance of creating active, intentional learners with an appreciation for the value and satisfaction of life-long learning. The revised criteria for courses, categories and competencies in the proposed curriculum will foster an intentional approach to learning beginning in the First Year Seminar and concluding with the Capstone course.
- **Inflexibility**--Students, faculty, the transfer office and those who advise students and receive appeals for Liberal Studies exceptions report that the current set of requirements is not easily understood and is too rigid. IUP is viewed as the least transfer friendly university in the PASSHE, an issue that impacts enrollment from that potential population of students. One objective of the revision is to address the needs of transfer students by creating a curriculum that is more flexible and transfer-friendly.

Faculty Ownership

- **Faculty Ownership**--Another motivation for reform relates to faculty ownership. Over 70% of IUP's full-time instructional faculty was not part of the faculty in 1988 when the current program was approved. Not one member of the General Education Task Force that created the current Liberal Studies Program is still employed at the University. Additionally, no members of the current History Department were employed at IUP when the HIST 195 requirement was approved. This turnover in faculty suggests that a lack of ownership may be a factor contributing to the large number of petitions for exceptions requested for requirements in the current curriculum.
- **Focus Group Input**--In summer 2006, focus groups with representatives from every academic department and the Division of Student Affairs indicated dissatisfaction with some components of the current program. Topics of particular concern included synthesis, liberal studies electives, lack of emphasis on global awareness including study of a foreign language or culture, and the inflexibility of the current curriculum, especially for transfer students (See Appendix 2).
- **Curriculum Review**--Although the Liberal Studies Committee and the UWUCC review requests for courses to be designated as Liberal Studies, there is no review of courses after they are approved to ensure that they continue to meet Liberal Studies guidelines over time (e.g., Are Writing Intensive courses still meeting those goals, do courses still require a second book of fiction or non-fiction as all knowledge area and LS Electives require?) The revised curriculum and associated assessment plan will address this issue. A system for feedback needs to be created to allow assessment findings to be used for course and program improvement.

Program structure and accreditation mandates

- **Middle States Standard**--The current program does not sufficiently address the Middle States Standard on General Education which states: "*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and*

essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy" (Middle States Commission on Higher Education, 2002). The revised curriculum addresses these requirements, as outlined in Appendix 3. The current Liberal Studies curriculum includes no requirements related to oral communication or information literacy.

- **120 credit mandate**--The current program was created at a time when the number of credits to graduate was not specified by the PASSHE; the mandate to hold programs to 120 credits was initiated in 2002. With this constraint in place, credits in the program must be reviewed in light of effectiveness and efficacy for fostering student learning.
- **Distributive Model**--IUP's Liberal Studies requirements reflect an array of courses primarily from the arts and sciences designed in a distributive model that was prevalent in the 20th century. The AAC&U's initiative, Liberal Education & America's Promise (LEAP National leadership Council) contends that this may not be the best model for educating students for the 21st century (AAC&U, 2007). Distributive models tend to contribute to the perception that responsibility for general education or a liberal education are in those selected courses only and are only the responsibility of faculty teaching those courses. This revision proposal is based on the premise that a liberal education involves work throughout the students' program of study—in Liberal Studies courses and in major's courses, that is, across the curriculum.

Assessment of current LS program

- A 2008 assessment report on IUP's Liberal Studies Program (Boser, 2008) indicates some positive aspects can be found in IUP's current Liberal Studies program, including students' ability to gain work-related skills and their perceptions of how the general education program has contributed to their knowledge, skills and personal development. Additionally, seniors' scores are consistent with or in some instances superior to peer institutions (Appendix 4) in capacities related to *Informed Learner* and *Empowered Learner* goals. A particular strength compared with other institutions include: synthesizing ideas from various sources, including across disciplines and sources. Modestly higher scores on local assessment were in critical thinking and problem-solving, which also suggest relative strength in the *Empowered Learner* goal. Highest scores on the local assessment were in the area of written communications. The National Survey of Student Engagement (NSSE) also indicated that IUP freshmen rated their experience with learning "writing clearly and effectively" and "speaking clearly and effectively" higher than did freshman at selected peer institutions. In light of this, caution should be taken in interpreting the findings related to the length of their writing assignments. It is possible that more short assignments are contributing pedagogically to this strength.

The assessment shows the freshman year educational experience is comparatively weaker in numerous areas: opportunities for service learning or opportunities for cohort-based learning (sharing two or more classes); and synthesis of ideas across disciplines and sources. Freshman scores were also lower than other institutions regarding taking foreign language course work. (Note: these difference disappear for seniors, indicating that IUP students overall experience with foreign language requirements are consistent with other institutions.) Also, IUP students appear to be relatively weak in areas related to the *Responsible Learner* goals, especially in terms of community involvement, social justice within a diverse society,

and intellectual honesty. Lowest scores on the local assessment were in the areas of: academic integrity, concern for social justice and civic engagement. In addition, on the NSSE students scored lower than students at other institutions on how their experience has helped them develop skills at solving complex problems. Yet IUP seniors' scores about opportunities for field-based work, including community service or volunteer work, were higher than those at selected peer or Carnegie peer institutions.

These findings taken together would suggest that, while IUP students get more opportunities in the field: 1) their learning related to social justice and civic engagement are not translating into application in a social context, and 2) they do not experience a sense of efficacy related to solving complex real-world problems. Further, seniors scored lower than peer institutions regarding whether their work at IUP has helped them develop a personal code of values and ethics.

Each area of strength and weakness outlined in the 2008 assessment report is identified in Appendices 5 and 6 and is correlated to a component of the proposed Liberal Studies program that specifically addresses each area of weakness. As well as being addressed by additions to the Liberal Studies curriculum, the course criteria for new and revised courses will also include outcomes, content and assignments that focus on the approved Expected Undergraduate Student Learning outcomes and identified strengths and weaknesses in the current Liberal Studies curriculum.

The entire assessment report was distributed campus-wide via university email on October 13, 2008.

- **Assessment**--In 1987-88 when this LS program was designed and approved, student learning outcomes and accountability for student learning were not part of the conversation in higher education. Also, no mechanisms for direct measurement of student learning were built into the curriculum plan. While individual departments conduct course assessment, there is no approved mechanism for sharing data as it relates to liberal studies courses or making improvements in those courses based on assessment findings. There is no systematic means to insure accountability and consistency. If Liberal Studies courses are being revised at the department level, these revisions are not generally being advanced through the curriculum review and approval process. In most cases, the syllabi of record for liberal studies courses date back to the early 1990s. When the current program was created, accountability and showing evidence of student learning were not considered essential curricular components since academic standards in the 80's focused on process rather than outcomes. While some may disagree with the emphasis on learning outcomes, assessment is an expectation most universities now embrace as it informs us about student learning – and that is the primary business of a university. While assessment can be imposed on the current curriculum, it is more logical to develop an assessment plan in conjunction with a revised curriculum and a new set of student learning outcomes

Enrollment and Revenue

- **Declining rate of retention**--Over the last three years, the retention rate of IUP students from the freshman to sophomore year has declined. Based on enrollment numbers from the

IUP Registrar's Office and retention data from the office of Institutional Research, Planning and Assessment, the student retention rate from the freshman to sophomore year in the 2004 to 2005 academic year was 76.7%; from 2005 to 2006 the retention rate was 75.6%; from 2006 to 2007 the rate was 74.3% and from 2007 to 2008 the retention rate was 73.7%. The 3% decrease results in the loss of approximately 84 additional students over the three academic years and \$420,000 in lost tuition revenue.

- **Potential for cost savings and retention--**If IUP's persistence rate to the second year can be increased by three percent (about 90 students based on 3,000 freshman students enrolled) the cost savings in the first year would be \$486,000. By the end of the fourth year, if IUP retains these 90 students and continues to retain students at this increased rate of retention, the cost savings is \$1,458,000. Over a four year period, the cost savings for retaining and graduating 90 additionally retained students from each cohort would be approximately **\$2,916,000** (Appendix 1). Given Pascarella and Terenzini's (2005) research on the effect of the first year seminar on persistence and graduation, a three percent increase in retention is a very realistic expectation for a revised curriculum that includes a first year seminar. In one study, they found that the chance of participants in a first year experience returning for a second year of college was seven percentage points greater than for nonparticipants. Another study found that re-enrollment for the second year of college was 13 percentage points higher for the first year seminar participants. Research from more than forty additional studies, shows first-year seminar participants are more likely to graduate within four years than nonparticipants (Goodman, Pascarella, & Peterson, 2006, p. 26). IUP's current pre-fall program for freshmen, College Undergraduate Success Program (CUSP) has already proven that programming specifically for freshman students aids in retention. The Department of Developmental Studies began recording data in 1999. Over the course of four years those students who participated in CUSP in 1999 were retained at a rate of 6.7% more than non-CUSP participants. Of the 2007 cohort, 5.7% more of the CUSP participants returned for fall 2008 as compared to the non-CUSP control group. The recommendation to build a first year seminar into the proposed curriculum is clearly supported by research-based evidence.

Cost of not revising is greater than revising. The University community is still accountable for addressing deficiencies in the current Liberal Studies program. Regardless of the outcome of this curriculum proposal, all Liberal Studies courses must be revised and updated. Syllabi of record for most Liberal Studies courses, based on a review of syllabi on file in the Liberal Studies office, date back to 1989 and 1990. No doubt courses, teaching strategies and assignments have changed over the last 20 years but course revisions have typically not been advanced through the established curriculum approval process. All Liberal Studies courses will need to be revised to show that course content, pedagogy and assignments foster student achievement of the approved "Expected University Student Learning Outcomes," recent outcomes assessment data that indicate current weaknesses in the Responsible Learner outcome and deficiencies related to Middle States requirements. If there is no revision, then there is no flexibility in the current curriculum to add components that are clearly identified as areas of weakness in the current Liberal Studies curriculum. There will be no First Year Seminar, no foreign language or Global and Multicultural Awareness course, no oral or technical communication requirement and no senior capstone. Changes needed to much-criticized curricular components such as Senior Synthesis and Liberal Studies electives will not occur. Regardless of the outcome of this curriculum proposal, the need to revise courses

in the current Liberal Studies curriculum will still exist. Yet the Liberal Studies curriculum will offer nothing innovative.

References

- American Association of Colleges and Universities. (2007). *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise*. Washington, DC. Retrieved 23 September 2007 from http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf
- American Library Association Presidential committee on Information Literacy. (1989). *Final Report*. Retrieved 22 September 2007 from <http://www.ala.org/acrl/nili/ilit1st.html>
- Bournemouth University. (2007). *What is Global Perspective?* Retrieved 25 March 2008 from http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/what_is.html
- Boser, S. (2008). *Assessment of IUP Liberal Studies Program*. Unpublished report.
- Duke University. (2006). *Global Awareness and Second Language Proficiency: The New Priority for Postsecondary Education in the U.S.* Retrieved 8 May 2008 from <http://faculty.fuqua.duke.edu/ciber/site2006/Downloads/GlobalAwareness.pdf>
- Emanuel, R. (2007). Communication: humanities' core discipline. *American Communication Journal* (9)2.
- Goodman, K., E.T. Pascarella, and M.L. Peterson. (2006). First-year seminars increase persistence and retention: A summary of the evidence from *How College Affects Students*. *Peer Review* 8 (3): 26-28.
- IUP. (1992). *Criteria for Liberal Studies Classes at IUP: Criteria for Writing Intensive Course*. Retrieved 22 September 2007 from <http://www.iup.edu/liberal/policies/criteria.shtm#writing>
- IUP Information Literacy Competency Standards. (2003). Approved by University Senate, April 2003. Retrieved 23 September 2007 from <http://www.lib.iup.edu/infolit/ilc.doc>
- IUP Information Literacy Task Force. (2002). *Assessment of Information Literacy Skills of Lower and Upper Level Liberal Studies Students*. Retrieved 13 November 2008 from http://libs0400.acadlib.iup.edu/depts/admin/Info_Literacy_Task_Force.htm
- IUP. (2008). *Strategic Plan: Advancing a Legacy of Excellence*. Retrieved 24 March 2008 from <http://www.iup.edu/strategicplan/>

- Johnson, D.W. (2006). *Improving Computer Literacy of Business Management Majors: A Case Study*. Retrieved 16 July 2008 from <http://www.jite.org/documents/Vol5/v5p077-094Johnson100.pdf>
- Katz, L. (2000). *Public Speaking Anxiety*. University of Tennessee at Martin Counseling and Career Services. Retrieved 17 September 2007 from <http://www.utm.edu/staff/ccenter/counseling/publicspeakinganxiety.htm>
- Mathematics Association of America. *The Dynamics of Quantitative Literacy*. Retrieved 25 July 2007 from http://www.maa.org/past/ql/ql_part3.html
- Middle States Commission on Higher Education. (2002). *Characteristics of Excellence in Higher Education; Standards of Accreditation*. Middle States Commission on Higher Education: Philadelphia, PA.
- Pascarella, E.T. and P.T. Terenzini. (1991). *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Pascarella, E.T. and P.T. Terenzini. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- PASSHE. (2007). *Leading the Way: PASSHE'S Strategic Plan*. Retrieved 24 March 2008 from <http://www.passhe.edu/about/strategicplan/Pages/default.aspx>
- PASSHE Board of Governors. (1993). Policy 1993-01: *General Education at State System of Higher Education Universities*. Retrieved 13 November 2008 from <http://www.passhe.edu/governors/Documents/Policy%201993-01.pdf>
- PASSHE Board of Governors. (1990). *Policy 1990-06-A: Academic Degrees*. Retrieved 13 November 2008 from <http://www.passhe.edu/governors/Documents/Policy%201990-06-A.pdf>
- Policy Center on the First Year of College. (2002). *A National Benchmarking Project*. Retrieved 12 May 2007 from <http://www.firstyear.org/>

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 5:58 p.m. Due to the late time, the full agenda was not reviewed and a special meeting will be held on Tuesday, April 28 at 3:30pm to complete the review and approval of the agenda items.

Respectfully Submitted,

Tressa Wright, Secretary