

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: 11-167	Senate Action Date: App-510/12
LSC Action-Date: AP-4/19/12	UWUCC Action-Date: AP-4/24/12	

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person(s) <b>Jo-Anne Kerr</b>	Email Address <b>j-a.kerr@iup.edu</b>
Proposing Department/Unit <b>English Dept./English Ed. Program</b>	Phone <b>7-2617</b>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

**3. Other Designations, as appropriate**

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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**4. Program Proposals**

<input type="checkbox"/> Catalog Description Change	<input checked="" type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: **Bachelor of Science in Education - English Education**

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Jo-Anne Kerr</i>	2-24-12
Department Chairperson(s)	<i>[Signature]</i>	2/27/12
College Curriculum Committee Chair	<i>Steve Chadler</i>	3/7/12
College Dean	<i>[Signature]</i>	4/26/12
Director of Liberal Studies (as needed)	<i>[Signature]</i>	4/20/12
Director of Honors College (as needed)		
Provost (as needed)	<i>Gerard W. Johnson</i>	4/30/12
Additional signature (with title) as appropriate	<i>Edel Reilly TECC Alice</i>	4/19/12
UWUCC Co-Chairs		

**Received**  
**APR 20 2012**  
**Liberal Studies**

**Part II. Description of Curriculum Change in Bachelor of Science in English—English Education**

**1. Catalog Description**

**Bachelor of Science in Education—English Education**

The undergraduate English Education catalog description, “English Education” on pages 101 and 104 of the current Undergraduate Catalog 2011- 2012 will remain the same. The description of the program as stated needs no revisions; however, the list of courses and credits for the undergraduate English Education program must change as a result of the most recent change in Liberal Studies requirements. With the elimination of the Liberal Studies Senior Synthesis requirement (for those students graduating after August 2012) and the change in credits awarded for ENGL 101 College Writing from 4 credits to 3 credits, the program is able to add an additional controlled elective to the major courses required for students in the program.

**2. Summary of Changes**

**a. Table comparing old and new programs**

<b>in Education— English Education*</b>		<b>Education— English Education*</b>	
<b>Liberal Studies:</b> as outlined in the Liberal Studies section with the following specifications: <b>48</b>		<b>Liberal Studies:</b> as outlined in the Liberal Studies section with the following specifications: <b>43-44</b>	
<b>Humanities Literature:</b> ENGL 122		<b>Humanities Literature:</b> ENGL 122	
<b>Mathematics:</b> 6 cr (MATH 101 or higher) (1)		<b>Mathematics:</b> 3 cr (MATH 101 or higher)	
<b>Social Science:</b> PYSC 101		<b>Social Science:</b> PYSC 101	
<b>Liberal Studies Electives:</b> 0 cr.		<b>Liberal Studies Electives:</b> 3cr, MATH (1), no courses with ENGL prefix	
<b>College: Foreign Language Intermediate Level (2)</b>	<b>0 – 6</b>	<b>College: Foreign Language Intermediate Level or Free Electives</b>	<b>6</b>
<b>College:</b>	<b>29</b>	<b>College:</b>	<b>30</b>
<b>Pre-Professional Education Sequence:</b>		<b>Pre-Professional Education Sequence:</b>	
COMM 103 Digital Instructional Technology	3 cr.	COMM 103 Digital Instructional Technology	3 cr.
EDSP 102 Educational Psychology	3 cr.	EDSP 102 Educational Psychology	3 cr.
<b>Professional Education Sequence:</b>		<b>Professional Education Sequence:</b>	
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting	2 cr.	EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting	2 cr.
EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures	3 cr.	EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures	3 cr.
EDUC 242 Pre-Student Teaching Clinical Experience I	1 cr.	EDUC 242 Pre-Student Teaching Clinical Experience I	1 cr.
EDUC 342 Pre-Student Teaching Clinical Experience II	1 cr.	EDUC 342 Pre-Student Teaching Clinical Experience II	1 cr.
EDUC 441 Student Teaching	12 cr.	CHSS 343 Applied Practice in Secondary English Language Arts	
EDUC 442 School Law	1 cr.		<b>1 cr.</b>

EDUC 452 Teaching English & Communication in Secondary School	3 cr.	EDUC 441 Student Teaching EDUC 442 School Law EDUC 452 Teaching English & Communication in Secondary School	12 cr. 1 cr. 3 cr.
<b>Major: Required Courses:</b>	40	<b>Major: Required Courses</b>	<b>43</b>
ENGL 212 American Literature ENGL 220 Advanced Composition ENGL 314 Speech & Communication in the Secondary English Classroom ENGL 318 Literature for Adolescents ENGL 323 Teaching Reading & Literature in Secondary School ENGL 324 Teaching & Evaluating Writing ENGL 329 The History of the English Language ENGL 330 The Structure of English ENGL 426 ESL Methods & Materials ENGL 434 Shakespeare	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 1 cr. 3 cr. 3 cr. 3 cr. 3 cr.	ENGL 212 American Literature ENGL 220 Advanced Composition ENGL 314 Speech & Communication in the Secondary English Classroom ENGL 318 Literature for Adolescents ENGL 323 Teaching Reading & Literature in Secondary School ENGL 324 Teaching & Evaluating Writing ENGL 329 The History of the English Language ENGL 330 The Structure of English ENGL 426 ESL Methods & Materials ENGL 434 Shakespeare	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 1 cr. 3 cr. 3 cr. 3 cr. 3 cr.
<b>Controlled Electives (3)</b> 1 Film Studies Track course 1 British Literature Survey: 210/211 1 Literary, Textual, & Cultural Studies Track course 1 general English elective (any track)		<b>Controlled Electives (3)</b> 1 Film Studies Track course 1 British Literature Survey: 210/211 1 Literary, Textual, & Cultural Studies Track course Choose 1 course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463 <b>1 general English elective (any track)</b>	3 cr. 3 cr. 3 cr. 3 cr. <b>3 cr.</b>
<b>Total Degree Requirements</b>	<b>123</b>	<b>Total Degree Requirements</b>	<b>122 -123</b>
*See requirements leading to teacher certification, titled "3-Step Process for Teacher Education" in the College of Education and Educational Technology section of the undergraduate catalog. (1) The second MATH course is a teacher certification requirement and counts as liberal studies credits for Mathematics (2) If a student is able to be exempted from this requirement, an additional 6 cr. of free electives are necessary. Students with no previous foreign language background or those who lack		*See requirements leading to teacher certification, titled "3-Step Process for Teacher Education" in the College of Education and Educational Technology section of the undergraduate catalog. (1) The second MATH course is a teacher certification requirement and counts as liberal studies elective credits for Mathematics (2) One of the controlled English-elective Track courses (either the Literary, Textual & Cultural Studies Track or the general English elective from any track) must be a non-Western course; this requirement is separate from and in addition to	

<p>proficiency will need to take the entry-level courses, which will increase the total number of credits required for the degree.  (3) One of the controlled English-elective Track courses must be a non-Western course; this requirement is separate from and in addition to the non-Western Liberal Studies requirement.</p>	<p>the non-Western Liberal Studies requirement.</p>
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**b. List of all associated course changes (new or revised courses, number, title, or description changes, and deletions).**

1. Added 1 additional controlled elective, with students required to choose 1 course from the following list:
  - ENGL 213 British/American Literature from 1900 – Present
  - ENGL 225 Introduction to Literature by Women
  - ENGL 226 Survey of Global Literature
  - ENGL 344 Ethnic American Literature
  - ENGL 348 African American Literature
  - ENGL 350 Gender/Sexual Orientation in Literature, Theory, & Film
  - ENGL 385 Advanced Studies in Women’s Literature
  - ENGL 396 Literature of Emerging Nations
  - ENGL 398 Global Genres
  - ENGL 437 Major Global Authors
  - ENGL 463 Topics in Global Literature & Film
2. Added 1 professional education course, CHSS Applied Practice in Secondary English Language Arts.

**3. Rationale for Change**

1. The rationale for the addition of a controlled elective that requires students to choose a course from a list of suggested courses is a result of the program’s most recent NCTE/NCATE accreditation report that pointed to what reviewers perceived as “gaps” in students’ preparation. The suggested courses will provide students with a background in more contemporary literature as well as literature that will provide more adequate preparation for teaching in diverse classrooms. Specifically, the addition of the controlled elective in tandem with the requirement that students choose a non-Western course from the Literary, Textual, and Cultural Studies Track will address NCTE/NCATE Standard 3.5.2: works from a variety of genres and cultures, works by female authors, and works by authors of color and standard 3.5.1: Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.
2. CHSS 343 Applied Practice in Secondary English Language Arts was added to the program to allow pre-service teachers more opportunity to develop pedagogical content knowledge through coursework and observation. As a co-requisite of EDUC 342, the course will provide

additional time for students to prepare to conduct school-site observations. Furthermore, teacher candidates will be introduced to models of classroom management to prepare them to observe and reflect on classroom management strategies during observations. The addition of the course will also allow for practice lessons and subsequent reflections on these lessons prior to implementing their lessons in the field. Finally, students will be introduced to teacher-research to prepare them to conduct teacher-research during student teaching to produce a teacher work sample, a requirement of IUP's teacher education program.

### **III. Implementation. Provide answers to the following questions:**

**1. How will the proposed revision affect students already in the existing program?**

The program revision will not affect students already accepted into the undergraduate English Education Program. The proposed changes will affect students entering the program in Fall 2012.

**2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how the revision will fit into the schedule(s) of current faculty.**

Faculty resources are adequate, as the courses that students may choose for the additional controlled elective are already offered to B.A. Program students.

**3. Are other resources adequate? (Space, equipment, supplies, travel funds)**

There are no additional requirements for other resources as this time.

**4. Do you expect an increase or decrease in the number of students as a result of this revision? If so, how will the department adjust?**

It is difficult to determine how this change may affect enrollment in the program; however, the addition of a controlled elective that focuses on providing English education students with a broader background to teach literature in diverse classrooms would appear to strengthen the program and thus its reputation as an effective teacher preparation program.

### **IV. Periodic Assessment**

**Departments are responsible for an on-going review of curriculum. Include information about the department's plan for program evaluation:**

**1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.**

IUP's undergraduate English Education Program evaluation plan is based upon evaluation criteria established by the National Council of Teachers of English (NCTE) and the National Council for the Accreditation of Teacher Education

(NCATE). These criteria are enumerated and explained in *NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7 – 12* (October 2003) available online at:

<http://www.ncte.org/cee/ncate/program>. Student input is made available by the electronic portfolio reviewed and assessed at the culmination of EDUC 342 Pre-Student Teaching II. The Step 2 e-portfolio includes student reflections on lesson plans subsequent to implementation of the plans and a “discovery paper” which is a description and analysis of the 35-hour observation experience. These documents provide students with opportunities to share insights into pedagogy based upon learning from content and methods courses. Student input is also elicited during NCATE accreditation visits. Members of NCATE’s Board of Examiners meet with students to discuss with them their impressions of the program.

### **3. Specify the frequency of the evaluations and (3) identify the evaluating entities**

The undergraduate English Education Program is evaluated every three years by the Pennsylvania Department of Education (PDE) and every five years by the National Council of Teachers of English (NCTE) and the National Council for the Accreditation of Teacher Education (NCATE).

### **V. Course Proposals**

A proposal for a new course (CHSS 343 Applied Practice in Secondary English Language Arts) has been submitted at the same time as this document. This course is included in this document.

### **VI. Letters of Support or Acknowledgement**

**Please see attached emails from:**

- **Dr. Wendy Carse, B.A. in English Program Director**
- **Dr. Gian Pagnucci, English Department Chairperson**