

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <i>12-117</i>	Senate Action Date: <i>App-4/30/13</i>
LSC Action-Date:	UWUCC Action-Date: <i>AP-4/9/13</i>	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

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

Honors College Course Other: (e.g. Women's Studies, Pan African)

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>Joanne Kerr</i>	<i>10-2-12</i>
Department Chairperson(s)	<i>[Signature]</i>	<i>10-2-12</i>
College Curriculum Committee Chair	<i>[Signature]</i>	<i>12/5/12</i>
College Dean	<i>[Signature]</i>	<i>12/5/12</i>
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>Timothy Moerland (in)</i>	<i>4/2/13</i>
Additional signature (with title) as appropriate	<i>Edel Reilly TECC Chair / E. Nardi</i>	<i>3/25/13</i>
UWUCC Co-Chairs	<i>Gail Sechrist</i>	<i>Received</i>



APR 10 2013

MAR 29 2013

Liberal Studies

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, “Bachelor of Science in Education - English Education” on page 105 of the current Undergraduate Catalog 2012 – 2013 will remain the same. The description of the program as stated needs no revisions; however, the list of courses will change as a result of a change in a required major course. ENGL 330 The Structure of English is no longer a required course. In its place students will take ENGL 415 English Language Studies for Teachers; thus, the list of courses on page 106 will change. (ENGL 330 will continue to be offered as a Language Studies Track course for the Bachelor of Arts—English/Writing Studies Track.)

Summary of Changes

a. Table comparing old and new programs

Current Program: Bachelor of Science in Education— English Education*		Proposed Program (course change is in boldface): Bachelor of Science in Education— English Education*	
Liberal Studies: as outlined in the Liberal Studies section with the following specifications: 43-44 - Humanities Literature: Introduction to English Studies: ENGL 122 - Mathematics: 3 cr. (MATH 101 or higher) - Social Science: PYSC 101 Liberal Studies elective: 3cr, MATH (1), no courses with ENGL prefix		Liberal Studies: as outlined in the Liberal Studies section with the following specifications: 43-44 - Humanities Literature: Introduction to English Studies: ENGL 122 - Mathematics: 3 cr. (MATH 101 or higher) - Social Science: PYSC 101 - Liberal Studies elective: 3cr, MATH (1), no courses with ENGL prefix	
College: Foreign Language Intermediate Level or Free Electives	6	College: Foreign Language Intermediate Level or Free Electives	6
College: Pre-Professional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II CHSS 343 Applied Practice in	30 3 cr. 3 cr. 2 cr. 3 cr. 1 cr. 1 cr.	College: Pre-Professional Education Sequence: COMM 103 Digital Instructional Technology EDSP 102 Educational Psychology Professional Education Sequence: EDEX 301 Education of Students with Disabilities in Inclusive Secondary Setting EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures EDUC 242 Pre-Student Teaching Clinical Experience I EDUC 342 Pre-Student Teaching Clinical Experience II CHSS 343 Applied Practice in	30 3 cr. 3 cr. 2 cr. 3 cr. 1 cr. 1 cr.

Secondary English Language Arts EDUC 441 Student Teaching EDUC 442 School Law EDUC 452 Teaching English and Communication in Secondary School	1 cr. 12 cr. 1 cr. 3 cr.	Secondary English Language Arts EDUC 441 Student Teaching EDUC 442 School Law EDUC 452 Teaching English and Communication in Secondary School	1 cr. 12 cr. 1 cr. 3 cr.
Major: Required Courses:	43	Major: Required Courses	43
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 and Literature in Secondary School ENGL 324 Teaching and Evaluating Writing ENGL 329 The History of the English Language ENGL 330 The Structure of English ENGL 426 ESL Methods and Materials ENGL 434 Shakespeare	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 1 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 and Literature in Secondary School ENGL 324 Teaching & Evaluating Writing ENGL 329 The History of the English Language ENGL 415 English Language Studies for Teachers ENGL 426 ESL Methods & Materials ENGL 434 Shakespeare	3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 3 cr. 1 cr. 3 cr. 3 cr. 3 cr.
Controlled Electives (2) 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 British/American Literature 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	3 cr. 3 cr. 3 cr. 3 cr.	Controlled Electives (2) 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 British/American Literature 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	3 cr. 3 cr. 3 cr. 3 cr.

1 general English elective (any track)	3	1 general English elective (any track)	3
Total Degree Requirements	122 - 123	Total Degree Requirements	122 - 123
<p>*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 the non-Western Liberal Studies requirement.</p>		<p>*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 the non-Western Liberal Studies requirement.</p>	

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

This program revision reflects a change in required major courses. ENGL 330 The Structure of English will no longer be required. In its place students will take ENGL 415.

1. Rationale for Change

Replacing ENGL 330 with ENGL 415 results from an awareness of the need to provide B.S. English education students with a course that combines fundamentals of language study with educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature. ENGL 330 The Structure of English includes the study of word

etymology, phonology, morphology, syntax, semantics and the development of structural arguments through sentence analysis. In addition to some coverage of those topics, ENGL 415 will add an examination of socio-cultural aspects of language to prepare candidates for teaching diverse populations of students and will provide more focus and emphasis on pedagogical implications of language studies.

III. Implementation. Provide answers to the following questions:

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

This revision will affect those students who have not yet taken ENGL 330. Any students who have not taken ENGL 330 will take ENGL 415. Those students who have already taken ENGL 330 will not be required to take ENGL 415.

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 course is a revision of an existing course that has been taught both fall and spring semesters over the past several years.

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?

Neither an increase nor decrease in the number of students enrolled in the program as a result of this revision is anticipated.

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>.

The revised course that this program revision includes is designed to meet the following NCTE/NCATE program standards (Standard 3.0 Candidate Knowledge)

- 3.1.1: Candidates integrate their knowledge of students' language acquisition and development into instruction and assessment designed to enhance students' learning.
- 3.1.3: Candidates use both theory and practice in helping students understand the impact of cultural, economic, political, and social environments on language.
- 3.1.4: Candidates show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity.
- 3.1.6: Candidates incorporate an in-depth knowledge of English grammars into teaching skills that empower students to compose and to respond effectively to written, oral, and other texts.
- 3.1.7: Candidates demonstrate an in-depth knowledge of semantics, syntax, morphology, and phonology through their own effective use of language and integrate that knowledge into teaching their students to use oral and written language effectively

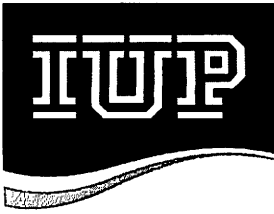
1. Specify the frequency of the evaluations and (3) identify the evaluating entities

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 the new course has been submitted at the same time as this document. This course is included in this document.

VI. Letters of Support or Acknowledgement (attached)



Indiana University of Pennsylvania

DEPARTMENT OF ENGLISH

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To: University Wide Undergraduate Curriculum Committee
TECC Curriculum Committee

From: Jo-Anne Kerr, B.S. English Education Program Director

Subject: Letter of support for adding ENGL 415 English Language Studies for
Teachers

Date: November 28, 2012

This memo is written to support of replacing ENGL 330 The Structure of English with ENGL 415 English Language Studies for Teachers as a requirement for B.S. English education students.

The decision to replace ENGL 330 with 415 results from the importance of providing B.S. English education students with a course that more effectively integrates fundamentals of language study with English language arts pedagogy. While ENGL330 includes the study of word etymology, phonology, morphology, syntax, semantics, and sentence analysis, it does not adequately provide opportunity for students to apply this study to English language arts pedagogy, nor does it cover an examination of socio-cultural aspects of language to prepare students to effectively meet the needs of diverse populations of students. ENGL 415, however, will add these dimensions, as the syllabus of record shows. For instance, two of the course objectives are: "Recognize language diversity, privilege, and oppression within and toward different cultures with regard to word formation, grammars and pronunciations" and "Apply linguistic knowledge in the development of classroom activities that target specific learner needs." Furthermore, required texts, such as *Teaching Grammar in Context*, and assignments, such as grammar lesson plans, will provide students with additional understanding of and practice in the teaching of grammar in today's English language arts classrooms.