PhD in English Composition and Applied Linguistics-PrgRsv-2016-02-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **Bachelors in Criminology Pre-Law-PrgRsv-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
*Indicates a required field

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Contact Person*	Sharon K. Deckert	**Contact Email***	sdeckert@iup.edu
Proposing Department/Unit*	English	**Contact Phone***	724-357-5631

Program Revision Options (Check all that apply)

Catalog Description Change
Program Revision
Program Title Change
 	
*Teacher Education: Please complete the Teacher
 	
  Education section of this form (below)*
 	
*Liberal Studies: Please complete the Liberal Studies
 	
  section of this form (below)*

Course Level:*	graduate-level

Rationale for Proposed Changes	
(A) Why is the program being revised?*	The current Composition and TESOL program has not undergone major revisions since 2000. Our proposed revision of the program reflects our new vision of the program as interdisciplinary by design rather than as a program that would appear to have two separate foci (one on composition and one on TESOL). We are also proposing an update to the program: - To reflect broader and more current critiques and understandings of how the term TESOL(Teaching English as a Second or Other Language) can be seen to reflect a deficit model of language acquisition. Applied Linguistics is a broader term and encompasses more approaches than those typically seen under the term TESOL. - To broaden the appeal of the program to those interested in teaching languages other than English. Understanding composition for multilingual individuals is not theoretically limited to those whose focus is English. - To address international understandings that the term TESOL is often linked with MA-level pedagogical programs. Some scholarship agencies have taken our current program off of their approved list (for example SACM) simply because we have the term TESOL in our program name and they associate that term with MA level programs.

(B) Identify the **Program** Student Learning Outcomes **(SLO). Mark any SLOs that are changing as a part of the Program Revision.***	Students will be able to:			
	#	**Outcome**		**How outcome measured**
	1	Synthesize research current to the field		**Qualifying Portfolio**
	2	Construct effective written arguments for a well-defined area of research		**Culminating Evaluation**
	3	Conduct a research study tied to disciplinary conversations		**Disseration Defense**

(C) Implications of the change on the program, other programs and the Students:*	No other program or set of students should be impacted by these programmatic changes.

Current Program Information		**Proposed Changes**	
(D) Current Program Title*	Composition and TESOL	**Proposed Program Title** *(if changing)*	Composition and Applied Linguistics

(E) Current Narrative **Catalog Description** *It is acceptable to copy/paste from the current catalog entry.*	Grad Course Catalog:http://www.iup.edu/graduatestudies/catalog/ The program is designed to meet the needs of English and TESOL (Teaching English to Speakers of Other Languages) instructors at two-year and four-year colleges and universities. The core courses provide a foundation for students to specialize in composition or TESOL or both. This foundation is flexible enough to meet students' individual needs and those of the academic marketplace. The core curriculum connects theory with practice and is designed to increase the professional qualifications and teaching effectiveness of instructors in teaching positions. The Composition and TESOL Program began in 1975 and was revised in 1986 and again in 2000. The Composition and TESOL Program recognizes the changing structure of education and the interdisciplinary nature of research into the nature and transmission of literacy. It provides central courses in research methods, technology and literacy, and language theory and offers options for a 9-credit specialization in Composition or TESOL. Doctoral students may begin the program in the summer or fall and must start with ENGTL 800 and ENGL 808. Students have 15 elective hours in the program, with courses offered in rhetoric, reading theory, and literacy theory. In addition, students may take courses from other programs, or they may opt to take the second specialization in the CT Program. The program emphasizes the flexible yet intensive preparation of instructors of literacy. To achieve this flexibility, the program permits variation in the fields of concentration. All students study a common body of knowledge in central courses and focus their research on the uses of interdisciplinary knowledge for the transmission of literacy in the teaching of English. A unique feature is that students can select an academic year or a summers-only program option.	**Proposed Narrative** **Catalog Description** *(if changing)*	Indiana University of Pennsylvania's doctoral program in Composition and Applied Linguistics provides students with a comprehensive, interdisciplinary, and critical research-based understanding of first and second language literacy. With accomplished, international faculty in the fields of Composition, TESOL, Rhetoric, and Applied Linguistics, our program offers students the unique experience of working across disciplinary lines and integrating research on language, multi-literacies, writing, digital rhetoric, and culture. The program began in 1975 and is one of the longest running of its kind. Our curriculum is built on the concept of the teacher-scholar. Doctoral students in the program conduct innovative research, and we promote teaching practices that are informed by current scholarship. Graduates become accomplished teacher-scholars known for their innovative research, teaching, and publications. The program leads to careers as faculty members, literacy researchers, writing center and writing program directors, academic administrators, and expert consultants. The Composition and Applied Linguistics program is one of the few programs in the world designed to give students the option of exploring both first and second language literacies. We welcome students who wish to explore the ever-widening contexts of literacy and language around the world and who recognize the value, beauty, and social relevance of literacy research and pedagogy. The Composition and Applied Linguistics program is also one of the few Ph.D. programs to offer two residency options: a regular academic year cohort and a summer's only cohort.

(F) Current Program Requirements

Program Requirements

Core Courses (9 cr.)

ENGL 800	Introduction to Research	3cr.
ENGL 808	Technology and Literacy	3cr.
ENGL 803	Language and Cognition	3cr.
or		
ENGL 805	Language and Social Context	3cr.

Specialization (9 credits)

Composition Specialization

ENGL 830	Teaching Writing	3cr.
ENGL 831	Rhetorical Traditions	3cr.
ENGL 833	Theories of Composition	3cr.

TESOL Specialization

ENGL 823	Second Language Teaching	3cr.
ENGL 824	Second Language Acquisition	3cr.
ENGL 825	Second Language Literacy	3cr.

Research (3 cr.)

ENGL 815	Qualitative Research Methods in Rhetoric & Linguistics	3cr.

or another approved research course, such as EDSP 817 Applied Educational Research Methods

Electives (15 cr.)

ENGL 834	Linguistics & the English Teacher	3cr.
ENGL 842	Cross-Cultural Communicaton	3cr.
ENGL 844	Reading Theory & the College English Teacher	3cr.
ENGL 845	Theories of Literacy	3cr.
ENGL 846	Advanced Seminar in Literacy	3cr.
ENGL 848	Advanced Topics in Linguistics	3cr.
ENGL 897	Independent Seminar	3cr.

Courses in other programs such as Literature or Education

Total Course Hrs.	36 Cr.
Dissertion	12 Cr.

Proposed Program Requirements

(if changing, please highlight in RED what is being changed)

(G) Supporting Documents*	Are you making a major change?
	YES

If making a major change, please attach a document with a summary of any/all changes.

File	Modified
Microsoft Word Document C&T Old and C&AL New Curric. side by side.docx	Dec 07, 2017 by Sharon K. Deckert
Microsoft Word Document C&AL narrative for curric changes.docx	Dec 07, 2017 by Sharon K. Deckert
Microsoft Word Document C&T Old and C&AL new curriculum side by side updated.docx	Apr 16, 2018 by Sharon K. Deckert
Microsoft Word Document C&AL narrative for curric changes updated.docx	Apr 16, 2018 by Sharon K. Deckert
Download All	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	

Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric

File	Modified
Microsoft Word Document C&T Old and C&AL New Curric. side by side.docx	Dec 07, 2017 by Sharon K. Deckert
Microsoft Word Document C&AL narrative for curric changes.docx	Dec 07, 2017 by Sharon K. Deckert
Microsoft Word Document C&T Old and C&AL new curriculum side by side updated. docx	Apr 16, 2018 by Sharon K. Deckert
Microsoft Word Document C&AL narrative for curric changes updated.docx	Apr 16, 2018 by Sharon K. Deckert

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Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu

How the proposal relates to the Education Major