Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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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)

☐ New Course ☐ Course Prefix Change ☐ Course Deletion

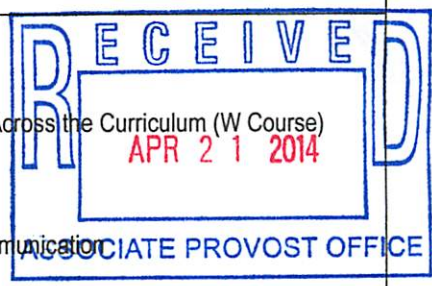☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change

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 Across the Curriculum (W Course)

☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

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☐ Global Citizenship ☐ Information Literacy ☐ Oral Communication

☐ Quantitative Reasoning ☐ Scientific Literacy ☐ Technological Literacy

3. Other Designations, as appropriate

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

4. Program Proposals

☐ Catalog Description Change ✔ Program Revision ☐ Program Title Change ☐ New Track

☐ New Degree Program ☐ New Minor Program ☐ Liberal Studies Requirement Changes ☐ Other

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

Proposed program name, if changing: _____

5. Approvals

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	*[signature]*	3/4/14
Department Chairperson(s)	*[signature]*	3/4/14
College Curriculum Committee Chair	*[signature]*	3/12/14
College Dean	*[signature]*	3/12/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	*[signature]* S Muckerel (nm)	4/21/14
Additional signature (with title) as appropriate	Edel Reilly TECC *[signature]*	4/18/14
UWUCC Co-Chairs	Gail S. Sechrist	

Part II. Description of Curriculum Change in Bachelor of Science in Education—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 2013 – 2014 will remain the same. The description of the program as stated needs no revisions; however, the list of courses will change:

1. As the result of a course number/title change--ENGL 318/518 Literature for Adolescents will be ENGL 418/518 Young Adult Literature.
2. As we move to adapt to the early acceptance MATE program. This means that we will accept the graduate level of the following classes for undergraduate credit:
   a. ENGL 415/515
   b. ENGL 418/518
   c. ENGL 426/526
   d. EDSP 477/577

    Summary of Changes

    a. Table comparing old and new programs

Current Program: **Bachelor of Science in Education—English Education***		Proposed Program (course changes are in boldface): **Bachelor of Science in Education—English Education***	
Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **Humanities Literature:** ENGL 122 **Mathematics:** 3 cr. (MATH 101 or higher) **Social Science:** PSYC 101 **Liberal Studies Elective:** 3cr, MATH (1), no courses with ENGL prefix	**43-44**	**Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: **Humanities Literature:** ENGL 122 **Mathematics:** 3 cr. (MATH 101 or higher) **Social Science:** PSYC 101 **Liberal Studies Elective:** 3cr, MATH (1), no courses with ENGL prefix	**43-44**
College: Foreign Language Intermediate Level or Free Electives	6	**College:** Foreign Language Intermediate Level or Free Electives	6
College: **Pre-Professional Education Sequence:**	30	**College:** **Pre-Professional Education Sequence:**	30
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.
Professional Education Sequence:		**Professional Education Sequence:**	
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 and Interpretation of Educational Measures	3 cr.	**EDSP 477/577 Assessment of Student Learning: Design and Interpretation** 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	1 cr.

CHSS 343 Applied Practice in Secondary English Language Arts	1 cr.	Experience II CHSS 343 Applied Practice in Secondary English Language Arts	1 cr.
EDUC 441 Student Teaching	12 cr.	EDUC 441 Student Teaching	12 cr.
EDUC 442 School Law	1 cr.	EDUC 442 School Law	1 cr.
EDUC 452 Teaching English and Communication in Secondary School	3 cr.	EDUC 452 Teaching English and Communication in Secondary School	3 cr.
Major: **Required Courses:**	**43**	**Major:** **Required Courses**	**43**
ENGL 212 American Literature: Beginnings to 1900	3 cr.	ENGL 212 American Literature: Beginnings to 1900	3 cr.
ENGL 220 Advanced Composition I	3 cr.	ENGL 220 Advanced Composition I	3 cr.
ENGL 314 Speech and Communication in the Secondary English Classroom	3 cr.	ENGL 314 Speech and Communication in the Secondary English Classroom	3 cr.
ENGL 318 Literature for Adolescents	3 cr.	ENGL 323 Teaching Literature and Reading in the Secondary School	3 cr.
ENGL 323 Teaching Literature and Reading and in the Secondary School	3 cr.	ENGL 324 Teaching and Evaluating Writing	3 cr.
ENGL 324 Teaching and Evaluating Writing	3 cr.	ENGL 329 The History of the English Language	1 cr.
ENGL 329 The History of the English Language	1 cr.	**ENGL 415/515 English Language Studies for Teachers**	3 cr.
ENGL 415 English Language Studies for Teachers	3 cr.	**ENGL 418/518 Young Adult Literature**	3 cr.
ENGL 426 ESL Methods and Materials	3 cr.	**ENGL 426/526 ESL Methods and Materials**	3 cr.
ENGL 434 Shakespeare	3 cr.	ENGL 434 Shakespeare	3 cr.
Controlled Electives (3)		**Controlled Electives (3)**	
One Film Studies Track course	3 cr.	One Film Studies Track course	3 cr.
One British Literature Survey: 210/211	3 cr.	One British Literature Survey: 210/211	3 cr.
One Literary, Textual, & Cultural Studies Track course	3 cr.	One Literary, Textual, & Cultural Studies Track course	3 cr.
Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3 cr.	Choose one course from the following LTC Track: ENGL 213, 225, 226, 344, 348, 350, 385, 396, 398, 437, 463	3 cr.
One general English elective (any track)	3 cr.	One general English elective (any track)	3 cr
Total Degree Requirements:	122 - 123	**Total Degree Requirements:**	122 - 123
*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, and 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.		*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, and 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.	

*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	*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

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 the number and title of a required major course, ENGL 318/518 Literature for Adolescents, to ENGL 418/518 Young Adult Literature.

Rationale for Change
Changing the course number from 318 to 418 results from adding "senior standing" as a prerequisite for the course. This prerequisite was added to align the course with requirements for the Master of Arts in Teaching English (MATE) accelerated 4+1 program that will permit undergraduate students during the senior year to earn graduate credit for the course if they have been accepted into the MATE 4+1 accelerated program. The change in course title reflects the terminology used by the market and publishers.

III. Implementation. Provide answers to the following questions:

1. **How will the proposed revision affect students already in the existing program?**
   This revision will mean that students who have not yet fulfilled the ENGL 318/518 requirement will take this course during the senior year, the semester prior to the student teaching semester.

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 Council for the Accreditation of Educator Preparation (CAEP). 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 2012) available online at: http://www.ncte.org/cee/ncate/program. (The National Council for the Accreditation of Teacher Education changed its name to the Council for the Accreditation of Educator Preparation after these standards were adopted.)
The revised course that this program revision includes is designed to meet the following NCTE/NCATE program standard:
- Content Knowledge: Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

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 Council for the Accreditation of Educator Preparation (CAEP).

V. Course Proposals
A proposal for the new course number and title has been submitted at the same time as this document.

VI. Letters of Support or Acknowledgement (included with proposal for new course number and title)