



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>177</u>						
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:						
Department: <u>English</u>	<input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/>	Academic Year <u>07-08</u>						
Program: <u>Communication Arts and Literature BS Engli</u>	CIP # _____	(For Office Use Only)						
Type of Change: <u>PROGRAM PROPOSALS</u>		<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 60%;">Course Designator and Number</th> <th style="width: 40%;">Number of Credits</th> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Course Designator and Number	Number of Credits				
Course Designator and Number	Number of Credits							
Proposed: <u>Change in Requirements-Course(s) Added</u>		(if applicable)						
Title Current: _____								
Title Proposed: _____								
24-Char. Abbrev: _____								

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 No change in program description.

Rationale or Justification for change:

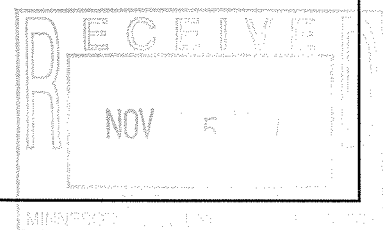
Currently all English teaching majors are required to take English 463, Adolescent Literature. The proposal is to allow students to choose either English 463 or English 464 for the program's requirement for a course in young adult literature. English 464 is more appropriate for students who want to teach in a middle school.

*****For General Education or Cultural Diversity Courses Only*****

<p align="center">General Education Course:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th style="width: 15%;">GE Category #</th> <th style="width: 85%;">GE Category Name (Maximum of 3 Categories)</th> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> <tr> <td align="center">N/A</td> <td> </td> </tr> </table> <p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following:</p> <ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes associated with each GE competency or CD designation. List of strategies to be used to assess students' achievement of each GE competency or CD designation. 	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p align="center">Cultural Diversity Course:</p> <p align="center">(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
<ol style="list-style-type: none"> Syllabus or course outline. Course's student learning outcomes. A list of resources required to offer and support this course. A description of how teaching this course will affect department staffing. If 400/500 level course, an explanation of added expectations of graduate students. 		





Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John Brumby ²⁹ 10/15/07
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Krist P. Arnesen 11/7/07
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Stanley 11-13-07
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 2-6-08
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Donna Flannery 3/14/08
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/14/08
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Five-year Assessment Plan for English Education: 2005-2010
May 10, 2005

1. Knowledge of linguistics (2006-2007)
Core assessment: survey in 285

2. Knowledge of English, American, and world literature; literature by female and minority writers; literature for young adults; responding to literature (assessed 2004-2005)
Core assessment: Literature track assessment (2004-2005)

3. Knowledge and practice of composition (2007-2008)
Core assessment: Writing Portfolio, Multigenre Research Paper

4. Knowledge and practice of pedagogy for English language arts (2008-2009)
Core assessments: Unit Plan, Lesson Plan, Writing Project

5. Commitment to professional growth (assessed 2005-2006)
Core assessment: Survey of dispositions

Core Assessments rubrics: for the university/HLC
Multigenre research paper, the writing project, the unit plan, lesson plan, writing portfolio, survey of dispositions

Critical Assessments rubrics: for COE
Multigenre research paper, the writing project, the unit plan

**Minnesota State University
Assessment of Student Learning
Department and Program Report**

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2006-2007 College or Support Area: Arts & Humanities
Department or Program: English Department, B. S. English/Speech Teaching

1. What student learning outcomes were assessed this year, and why?

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

Program outcome #1: "Knowledge of linguistics."

The English education program has five outcomes, and a five-year cycle of assessment. Program outcome #1, knowledge of linguistics, particularly of syntax, is fundamental to teaching writing and reading, and so this outcome is consistent with the department's mission of "prepar[ing students] for careers in teaching, writing, editing, publishing and other professions that value such knowledge and skills," with the college's mission of "offer[ing] quality undergraduate and graduate programs that engage students in effective learning communities and prepare them for professional careers or advanced study," and with the university's goal of "prepar[ing] students for careers and for life-long learning by providing a clearly defined general education program and focused undergraduate pre-professional, professional, and liberal arts programs."

2. How were they assessed?

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

- A) What methods were used?
- B) Who was assessed?
- C) When was it assessed?

Two methods were used. First, a survey was given to sixteen students in English 285, Practical Grammar, in November, 2006. The number of students represents approximately 20% of the total number of English education majors. The survey asked students to assess their ability to recognize and employ the basic elements of sentences. Second, at the end of the course, the students were asked to demonstrate their ability to recognize and employ the basic elements of sentences.

3. What was learned?

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

The survey had eighteen items focusing on essential features of sentence structure. For half of these, 100% of the students stated that he or she could recognize the feature in a sentence and use it appropriately. For the remaining items, 87% of the students stated that he or she could recognize the feature in a sentence and use it appropriately. This self-assessment proved to be a little inaccurate, in that only 70% of the same students demonstrated at least 80% mastery.

4. What will the department or program do as a result of that information?

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed.

The grammatical analysis of sentences is difficult, and that 70% of the students demonstrated mastery is finally reassuring. The instructor in English 285, a core course in the English education program, will emphasize more those features of syntax that prove to be the most problematic.

5. What did the department or program do in response to the feedback from last year's assessment report?

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

The one area of concern identified by students in last year's assessment (4/11, or 36%) was language, their readiness to teach English grammar and to work with ESL students. In response to these concerns, the instructor in English 362, the English teaching methods course, focused more on this aspect of English studies, including using a textbook devoted to this topic and making students familiar with the many Internet resources on this topic. The survey in this year's assessment was in part a response to last year's assessment, attempting to gauge the level of concern among English education students.

COMMUNICATION ARTS AND LITERATURE BS - EDUCATION
ENGLISH EMPHASIS: (60 CREDITS)

Current Program	Proposed Program
Required General Education Courses SPEE 102 Public Speaking (3) MASS 110 Introduction to Mass Communications (4) ENG xxx English Elective (4)	Required General Education Courses SPEE 102 Public Speaking (3) MASS 110 Introduction to Mass Communications (4) ENG xxx English Elective (4)
Required for Major: 36 credits in English (English Core, 29-31 credits) ENG 275 Introduction to Literary Studies (4) ENG 285 Practical Grammar (2) ENG 362 Teaching English, Grades 5-12 (4) ENG 381 Introduction to English Linguistics (4) ENG 463 Adolescent Literature (3)	Required for Major: 36 credits in English (English Core, 29-32 credits) ENG 275 Introduction to Literary Studies (4) ENG 285 Practical Grammar (2) ENG 362 Teaching English, Grades 5-12 (4) ENG 381 Introduction to English Linguistics (4) ***Proposed Change: Choose one course from the following: ENG 463 Adolescent Literature (4) ENG 464 Teaching Literature in the Middle School (3)
Choose one course from the following: ENG 320 British Literature to 1785 (4) ENG 321 British Literature: 1785 to Present (4)	Choose one course from the following: ENG 320 British Literature to 1785 (4) ENG 321 British Literature: 1785 to Present (4)
Choose one course from the following: ENG 320 British Literature to 1785 (4) ENG 321 British Literature: 1785 to Present (4)	Choose one course from the following: ENG 320 British Literature to 1785 (4) ENG 321 British Literature: 1785 to Present (4)
Choose one course from the following: ENG 433 Selected Studies in World Literature (4) ENG 435 The World Novel (2-4)	Choose one course from the following: ENG 433 Selected Studies in World Literature (4) ENG 435 The World Novel (2-4)
Choose one course from the following: ENG 405 Shakespeare: Comedies and Histories (2) ENG 406 Shakespeare: Tragedies (2)	Choose one course from the following: ENG 405 Shakespeare: Comedies and Histories (2) ENG 406 Shakespeare: Tragedies (2)
(Required English Electives, 5-7 credits): Select 5 or 7 credits from 300 and 400 level courses (enough to total 36 credits in English)	***Proposed Change: (Required English Electives, 4-7 credits): Select 4-7 credits from 300 and 400 level courses (enough to total 36 credits in English)

Communication Arts and Literature, BS English

Add Program Option

e. List of resources—no additional resources are needed.

f. Effect on department staffing—there will be no effect on staffing, since the courses are already offered.

g. Additional library holdings required—none.

Subject: English Ed Curriculum Proposal Vote Results

From: Gretchen Haas <gretchen.haas@mnsu.edu>

Date: Mon, 29 Oct 2007 16:37:41 -0500

To: "O'Meara, Anne" <anne.omeara@mnsu.edu>, "Banschbach, John" <john.banschbach@mnsu.edu>, "Arnold, Jacqueline" <jacqueline.arnold@mnsu.edu>, "Black, Candace L" <candace.black@mnsu.edu>, "Bunkers, Suzanne" <suzanne.bunkers@mnsu.edu>, "Casella, Donna" <donna.casella@mnsu.edu>, "Davis, Terry" <terry.davis@mnsu.edu>, "Drescher, Nancy L" <nancy.drescher@mnsu.edu>, "Dyer, William D" <william.dyer@mnsu.edu>, "Flaherty, Terrance" <terrance.flaherty@mnsu.edu>, "Griffin, Gwen N" <gwen.griffin@mnsu.edu>, "Hurley, Kathleen" <kathleen.hurley@mnsu.edu>, "Johnston, Mary Susan" <mary.johnston@mnsu.edu>, "Joseph, Diana J" <diana.joseph@mnsu.edu>, "Larsson, Donald F" <donald.larsson@mnsu.edu>, "Lybeck, Karen E" <karen.lybeck@mnsu.edu>, "MacKenzie, Nancy" <nancy.mackenzie@mnsu.edu>, "Mink, JoAnna" <joanna.mink@mnsu.edu>, "Nord, Roland" <roland.nord@mnsu.edu>, "Puttock, Kay" <kay.puttock@mnsu.edu>, "Robbins, Richard L" <richard.robbins@mnsu.edu>, "Sewell, Matthew" <matthew.sewell@mnsu.edu>, "Sheffer, Roger" <roger.sheffer@mnsu.edu>, "Solo, Harry" <harry.solo@mnsu.edu>, "Stoynoff, Stephen J" <stephen.stoynoff@mnsu.edu>, "Terrill, Richard" <richard.terrill@mnsu.edu>, "Teddell, Lee S" <lee.teddell@mnsu.edu>

CC: "Voight, Katherine D" <katherine.voight@mnsu.edu>

BCC: gretchen.haas@mnsu.edu

All,

In the voting that occurred between 10/22 and 10/29, fourteen votes were cast in favor of both English Ed proposals (the course proposal and the program proposal). Zero votes were cast against the proposals.

gh

Haas, Gretchen A wrote:

Folks,

Because the Dean's deadline for undergraduate bulletin copy is prior to our next meeting date, John asked if the attached English Ed proposals could be reviewed and voted upon over e-mail. The curriculum committee has already reviewed and approved the proposals and so now I'm turning to you for the departmental vote.

The first proposal is for a "change in credits," changing ENG 4/563 from 3 credits to 4 credits. The second change is for a "program redesign -- add/delete program option" that reflects the proposed course change. The rationale for these changes is included in the attached proposals. You may view the proposals themselves in the attachment and the supplementary information in the curriculum folder behind Kate's desk.

I would appreciate your comments and your vote for or against these proposals by the end of day on Monday, October 29.

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