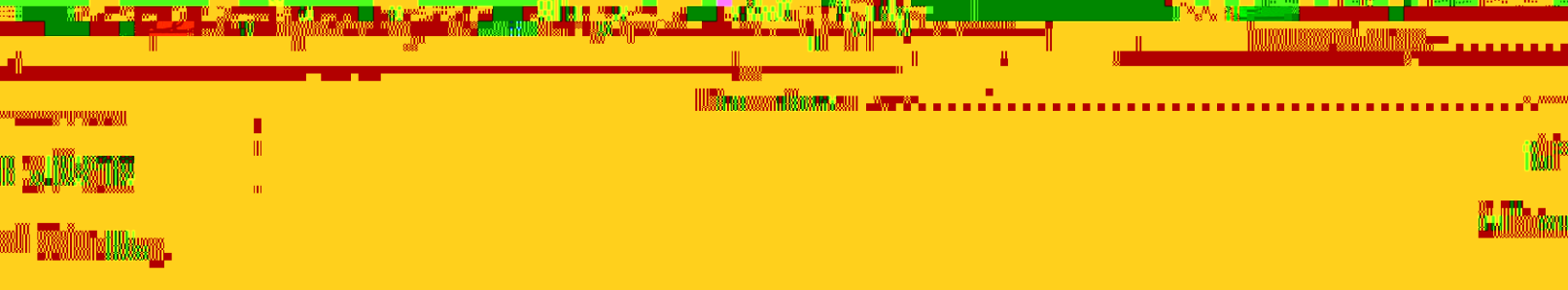


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**Part II. Description of Curriculum Change in Bachelor of Science in English—
English Education**

1. Catalog Description

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.
Major: Required Courses:	40	Major: Required Courses	43
ENGL 212 American Literature ENGL 220 Advanced Composition	3 cr. 3 cr.	ENGL 212 American Literature ENGL 220 Advanced Composition	3 cr. 3 cr.

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

the non-Western Liberal Studies requirement.

requirement is separate from and in addition to

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

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:

(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 Sten 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