

Undergraduate Curriculum Committee Minutes

February 27, 2019

Ginger Hall 201

2:00 – 2:50 p.m.

PLEASE NOTE: All proposals approved by the Undergraduate Curriculum Committee are sent to the Provost for final approval.

ALL PROPOSALS WERE CONSIDERED THROUGH THE ONLINE VOTING PROCESS. NO FACE-TO-FACE MEETING.

Members Voting Online: Julia Finch, Morgan Getchell, Dirk Grupe, Flint Harrelson, Julia Ann Hypes, Nilesh Joshi

Morgan Getchell (first responder) made the motion to accept all online proposals.

Members Absent: Tom Kmetz, Sara Lindsey, Shane Shope

1. Minutes (online voting)

- December 5, 2018 – *approved*

2. Minor Revision to Existing Course (online voting)

- ENG 382 Teaching Writing in Secondary Schools – *approved*

3. Minor Revision to Existing Program (online voting)

- None

4. Minor Revision to Existing Minor

- Astrophysics - *approved*

5. New Course or Major Revision to Existing Course (online voting)

- None

6. Course Deletion/Suspension/Reinstatement (online voting)

- None

7. Program or Minor or Certificate Deletion/Reinstatement (online voting)

- None

FACE-TO-FACE VOTING:

1. Experimental Course

- None

2. Creation of a Minor or Certificate

- None

3. Major Revision of a Minor or Certificate

- None

4. Major Revision of an Existing Program

- None

5. New Program Proposal

- None

6. Face-to-Face Proposals pulled from Online Voting

- None

Next Scheduled Meeting

March 13, 2019



COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
 Revised January 2018

Course (as listed in current catalog)	ENG 382 Teaching Writing in Secondary Schools
Department (as listed in current catalog)	School of English, Communication, Media and Languages
College (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.
 Departmental Curriculum Committee

Layne Neep Layne Neep
 Approved () Disapproved
 11/8/18
 Department Chair or Associate Dean (Sign and Print) Date

D. De DiWayne De
 Approved () Disapproved
 11/19/18
 College Curriculum Committee (Sign and Print) Date

Don Er Don Ernst
 Approved () Disapproved
 11-20-18
 Dean (Sign and Print) Date

Chris T. Miller Chris T. Miller
 Approved () Disapproved
 2/6/19
 Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print) Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch Laurie Couch
 Approved () Disapproved
 2/21/19
 Undergraduate Curriculum Committee (Sign and Print) Date

[Signature]
 Approved () Disapproved
 3-13-19
 Vice President for Academic Affairs (Sign and Print) Date

COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

Course: (as listed in current catalog)	ENG 382 Teaching Writing in Secondary Schools
Department: (as listed in current catalog)	School of English, Communication, Media and Languages
College: (as listed in current catalog)	Caudill College of Arts, Humanities and Social Sciences

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

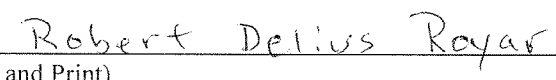
The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator	Department Curriculum Committee Chair
<input checked="" type="checkbox"/> The curriculum proposal form has not been altered (formatting, font, etc.).	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Grammar, spelling, punctuation, sentence structure, etc. is accurate.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The course title, department, and college names correspond to the current catalog.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Course teaching workload, formula, and semesters taught are specified.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The impacted departments, programs, the individuals notified, and the method of notification are listed.	<input checked="" type="checkbox"/>
Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.	
<input checked="" type="checkbox"/> Responses are complete and applicable for each question.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> The entire proposal is saved as one Word document.	<input checked="" type="checkbox"/>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Alison Hruby  11-2-2018
 Originator (Sign and Print) Approval Date

Robert Delius Royer  11-5-2018
 Department Curriculum Committee Chair (Sign and Print) Approval Date

COURSE

Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a *current* course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). **Minor changes do not modify course content or the course formula.** If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE						
Current Course Name: <small>(as listed in the current catalog)</small>	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Faculty Load	Formula <small>(Example: 3-0-3)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>
	ENG	382	Teaching Writing in the Secondary Schools		3-0-3	Spring
Proposed Course Name:	Course prefix <small>(Example: ENG)</small>	Number <small>(Example: 100)</small>	Title <small>(Example: Writing I)</small>	Faculty Load	Formula <small>(Example: 3-0-3)</small>	Intended Terms Offered <small>(Example: Fall/Spring)</small>

II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

The proposed change is to remove admission to the Teacher Education Program (TEP) as a pre-requisite for registering for ENG 382. The rationale for this change is as follows: ENG 382 is a spring-only course that students can take once they have completed the fall-only course ENG 280 (Introduction to Teaching English in the Secondary Schools); ENG 280 does not have admission to the TEP as a pre-requisite. Removing the TEP restriction from ENG 382 would allow sophomores who take ENG 280 in the fall to continue their work in the English Area with Teacher Certification (Secondary) without interruption. In my six years experience teaching ENG 280 and ENG 382 and advising the English Area with Teacher Certification (Secondary) majors, I have found that at least half of the students in ENG 280 wait until the following fall to apply to the Teacher Education program, mostly due to the PRAXIS Core requirement. The PRAXIS Core is an expensive test with a difficult math section, causing students either to put off the test for cost reasons or to take it more than once to pass the math section.

From a teacher education standpoint, a two-semester sequence of English methods coursework has several advantages: one, it helps the teacher candidates bridge knowledge in logical succession, moving from the basics of lesson planning in ENG 280 to more specialized teaching (i.e., writing pedagogy) in the schools for ENG 382; moreover, the 8 months of continued work in the grade 8-12 setting provides a substantial induction to the culture of teaching; the mentor teachers in the grade 8-12 classrooms thus have the opportunity to mentor the English teacher candidates over an entire school year, from setting up classroom routines in August to preparing students for end of course assessments in the spring. Finally, a significant advantage to the two-semester course sequence is the building of momentum for the teacher candidates' professional development. If they are mentored by English education faculty and secondary mentor teachers over eight months instead of experiencing a gap in their mentorship from January-August, as happens when they take a semester and summer break after ENG 280, then they will develop a strong foundation in preparation for their junior year, when they can be expected to take on substantial teaching responsibilities in their field experiences. Their junior-year sequence would then consist of ENG 381 Teaching Literature in the Secondary Schools and then field experience in their advanced foundational courses, such as Human Development and Classroom Management. Senior year would consist of their advanced English methods course (ENG 400) in the fall and Clinical Practice (student teaching) in the spring. They would then graduate with three solid years of Language Arts classroom experience in preparation for their first year of teaching.

- B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:**
- a. requires the course**
 - b. offers the course as an elective**
 - c. offers a similar course**
 - d. has an equated course**
 - e. has the course listed as a co-requisite or pre-requisite**
 - f. shares staff and/or resources**

With the change, University Studies could offer the course as an elective.

C. Explain the potential impact on the other departments and programs.

Occasionally there are University Studies students who have an interest in pursuing a graduate degree in secondary English teaching; these students could take ENG 382 as part of their required 42 credits at the 300 or higher level.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

Kristin Tiedeman in University Studies
207 Rader Hall
Morehead, KY 40351
606-783-9446
k.tiedeman@moreheadstate.edu
Method of contact: E-mail

III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

ENG 382. A study of composition theory, research, and practice in a context of a student's own writing. Through workshops and classroom demonstrations, students learn to apply sound writing-based instructional techniques in their secondary classrooms. The course focuses on issues related to how older adolescents develop their writing abilities and the classroom practices which facilitate that development. Field experience required.

Please insert (paste) any supporting documentation here. If you have no supporting information, please remove this section from your proposal.