

Section V: Use of Assessment Results

I. English Department Curriculum Revision for Content Improvement

In 2003-04, the English Department changed to a 4-credit curriculum. While this change was beneficial both to students and faculty, our experience with this model and the realization of what it meant to have students take only 9 instead of 12 courses helped us to identify specific areas where our major needed to be improved. One of these areas was in our non-traditional literature requirement (**Standards 3.5.1** on non-Western literature and **3.5.2** on works by women and authors of color from a wide variety of cultures).

We realized that, while our students had to select two courses from among our Multicultural/Continental/World offerings, students could still study very traditional and Western literature (Classical Literature of Greece, Bible as Literature, Russian Literature) and avoid taking any courses that truly exposed them to particular groups of people who had been historically marginalized. We were not sure we were truly meeting **Standard 2.2** by helping to make them familiar with other cultures or **Standard 4.4** in which they would learn about language in relation to ethnicity, race, culture, and gender. We, therefore, strengthened our “multicultural” requirement by more carefully defining the category as “Differing Cultural Perspectives” and requiring students to take one course in this category. In our curriculum proposal, we defined this category in the following way:

Courses within this program category begin with assumptions and encompass perspectives that identify them as part of the growing tradition of reading “multicultural texts.” The writers either focus on or are from particular groups of people that have historically been marginalized. The literature foregrounds the issues of marginalization and structural inequality in significant historical and literary ways: through narrative strategies, inclusion of new perspectives on historical events, use of literary discourse as a tool of cultural survival, challenges to the use of an “authorized” language as assimilation to the colonizer, to name a few. Although the texts often speak to and have been influenced by mainstream, Western assumptions and perspectives, the more pervasive assumptions of marginalized groups create new traditions and invite new pedagogies that have become important and recognizable in their own right. Students will become more sensitive and critical readers of all social texts and will

- demonstrate the ability to: negotiate multiple cultural and social perspectives and experiences
- understand identities, literatures and histories as distinctive and multiple, as well as shared and relational
- think inter-textually and understand that literary texts are in dialogue with other literary texts and also with other extra-literary social texts
- understand that ideas and ideologies articulated by a literary text cannot be divorced or displaced from the aesthetic structures in which they are embedded

- understand that material and discursive processes are linked in significant ways, and that they together construct and maintain social categories (e.g., race, class, gender, ethnicity)
- understand of issues of power and resistance, how literary texts have served to support, create, maintain, but also challenge and resist oppressive/ dominant systems/ structural inequalities

We hope that this change will further enhance students' ability to enact the principles behind the unit's conceptual framework while better meeting our program goals. Our new major curriculum keyed to indicate standards is:

English Major 2006-07 Catalogue

English, Bachelor of Arts: Students in the English major will study the historical development of literary and rhetorical traditions, of literatures written in English, as well as World and European literatures in English translation (standard 3.5.1). The department stresses critical thinking, the analysis of texts (standard 3.3.1), clear and effective writing (standard 3.4.1-2), aesthetic appreciation, and theoretical sophistication (standard 3.5.4). We value small class sizes and personal contact between faculty and students. English majors and minors can expect to work closely with their academic advisors to plan a course of study, and faculty work as mentors, guiding students to consider such opportunities as a semester of study abroad. In addition to fostering a lifelong appreciation of literature (standard 3.3.3) and language, a degree in English provides a range of personal and professional opportunities. Surveys of employers consistently stress the value of the skills we teach: the ability to communicate effectively with others (standard 3.7.2), to think critically and creatively, to read carefully, and to write with clarity and purpose. KSC English majors have gone on to graduate and professional schools; they are working in the field of teaching; they work as writers; and they are employed in publishing, journalism, business, public relations, library science, and many other fields.

MAJOR REQUIREMENTS: Students majoring in English must complete a minimum of 9 courses, in addition to English 101 Essay Writing and a General Education literature course, which do not count toward the major.

- ENG 200 Literary Analysis (standard 3.5.2)
- ENG 300 Literary Form and History (standard 3.5.1-2)
- ENG 395 Sequence I
- ENG 495 Sequence II

Five additional English courses, one at the 200 level, three at the 300 level and one at the 400 level. At least three of these five courses must be in literature.

- Complete one course in pre-1800 literature
- Complete one Differing Cultural Perspectives course

II. Education Department Curriculum Revision for Professional Improvement

For many years now, the Secondary Education faculty has felt that the needs of its students were not being fully met by the existing courses. Before Methods, most secondary students are in classes in which they are in a minority among the elementary majors and they have repeatedly said that their issues were not being addressed. In addition, our students were waiting too long to get into middle and high schools to observe. Also, the course that determined their “fate,” Methods, came too late in their program. The campus change to a four-credit model provided the Secondary Committee with the opportunity to propose a new Secondary Curriculum. This proposal passed the Education Department and the related major departments. It will, therefore, be put forward in the fall as our new curriculum. The new curriculum is:

Secondary Education Curriculum Proposal

ED 221 Curriculum for a Diverse World

4 credits

An introduction to the scope and sequence of Secondary education curricula. Development of an interdisciplinary unit based on state and national standards. Course will focus on differentiated instruction and assessment strategies to meet the needs of diverse learners. Prerequisite: ISCED Foundations of Education and Admission to Teacher Education *Fall, Spring*

ED 321 Secondary Methods I

4 credits

An introduction to secondary methods of instruction including designing lesson plans, understanding middle and high school philosophies, and writing standards-based objectives/outcomes. Includes a minimum of 20 hours of fieldwork.

Prerequisite: ED 201 *Fall, Spring*

ED 322 Secondary Classroom Management

2 credits

An examination of techniques for positive classroom management, tools for intervention, and strategies for creating a positive classroom environment. Legal issues and responsibilities will be discussed. Prerequisite or co-requisite: ED 321 *Fall, Spring*

ED 323 Special Education Issues

2 credits

An examination of the roles and responsibilities of the secondary content teacher in the context of the special education process. Focus on inclusive teaching practices, social and academic supports, collaborative challenges, and current issues for teachers of individuals with disabilities.

Prerequisite or co-requisite: ED 321 *Fall, Spring*

ED 421 Secondary Methods II

4 credits

Advanced secondary methods of instruction including standards-based unit plans, current issues, and reflective professional practice. Includes a minimum of 30 hours of fieldwork.

Prerequisite: ED 321, 322, and 323 *Fall, (May be offered in the Spring for Social Studies)*

ED 422 Educational Theories/Trends

4 credits

Development of a Professional Learning Community in order to explore trends and issues in Secondary education within their historical context.

Co-requisite or Prerequisite: ED 421 *Fall, Spring*

ED 425 Secondary Student Teaching

12 credits

Full-time placement in middle or secondary grades. Supervision provided by college instructor.

Graded: Pass/Fail. Prerequisite: Permission of Teacher Education Office. *Fall, Spring*