

Proposal for the BA in English with a Concentration in Secondary Education

Requesting that this new concentration take effect in the fall of 2013.

Proposal Contact Information:

James Blasingame
Associate Professor of English
Director of English Education
James.Blasingame@asu.edu
(480) 965-6074

Contents

Supporting letter from department chair	2
Supporting letter from college dean from each college from which courses are taken	3
Supporting letter from supervising dean	4
Statement of demand for program	5
List of knowledge, competencies, and skills	7
Description of requirements	12
List of Primary Faculty & Residency requirement	13
Major Map	14
Appendix	18

PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE CONCENTRATION

DEFINITION

These are the minimum requirements for approval. Individual undergraduate concentrations may have additional requirements.

A concentration is a formalized selection of courses within a major.

An undergraduate concentration:

- Requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division. Specialized concentrations (e.g. BIS Concentrations) may have additional or different requirements.
- Is offered by a single unit and is intended exclusively for students pursuing that particular major. If a concentration consists of courses from more than one college the approval of each college Dean is required.

PROPOSAL PROCEDURES CHECKLIST

Before academic units can advertise undergraduate concentrations or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Curriculum and Academic Programs Committee and approved by the Executive Vice President and Provost.

A complete proposal should include:

- 1. A supporting letter from the chair of the academic unit verifying that:
 - The proposed concentration has been reviewed and has received faculty approval through appropriate governance procedures in the unit.
 - The unit has the resources to support the concentration as presented in the proposal, without impacting core course resources.
- 2. A supporting letter from the office of the supervising dean verifying that the concentration has been reviewed and has received approval through appropriate governance procedures in the college.
- 3. A supporting letter from each college/school dean from which individual courses, or the entire concentration, are taken.
- 4. A statement concerning demand for the program (student/community/market).
- 5. List of learning outcomes for the program
- 6. A description of the requirements for this concentration. Be specific in listing required courses and specify the total minimum number of hours required for the concentration.
 - Are any new courses required? If so, provide course syllabi and Proposal for Curriculum Action forms.
- 7. A list of the primary faculty participants.
- 8. A minimum residency requirement: How many hours of the concentration must be ASU credit?
- 9. Please prepare and attach a Major Map.

PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE CONCENTRATION

- 10. A completed Appendix document. This information is to be used during the implementation phase to ensure this program appears correctly and completely on Degree Search.
- 11. Attach other information that will be useful to the review committees and the Office of the Provost.

August 22, 2012

Re: Department of English Chair, CLAS, Tempe Campus Support for BA in English with a concentration in English Education Degree

This letter is to confirm that the Department of English has reviewed and approved the English degree concentration for the English Education program. This program has our full support.

This new concentration will require no new resources at this time from the Tempe campus or the English department on the Tempe and will not impact core course resources.

Sincerely,

A handwritten signature in black ink, appearing to read "Maureen Daly Goggin". The signature is fluid and cursive, with the first name "Maureen" written in a larger, more prominent script.

Maureen Daly Goggin, Chair
Professor, Rhetoric

August 23, 2012

To Whom It May Concern:

Mary Lou Fulton Teachers College supports the English department's development of an English BA with a concentration in Secondary Education.

Respectfully,

A handwritten signature in cursive script that reads "Mari Koerner".

Dean
Mary Lou Fulton Teachers College

Teacher Preparation
4701 West Thunderbird Road
Glendale, AZ 85306-4908
602.543.6300 Fax: 602.543.7052
<http://education.asu.edu>



James Blasingame
Associate Professor
Department of English
Arizona State University
Durham Language and literature Building 218.
Tempe, Arizona 85287
james.blasingame@asu.edu

August 24, 2012

RE: letter of support for English BA with a concentration in Secondary Education

Dear Dr. Blasingame,

On behalf of the College of liberal Arts and Sciences, I am writing to express strong support for the development of the new English Bachelor of Arts degree with a concentration in Secondary Education. The College of liberal Arts and Sciences and Arizona State University are committed to improving K-12 teacher preparation and increasing the number and quality of English teachers in Arizona and elsewhere.

This new degree concentration, created in partnership with the Mary Lou Fulton Teachers College, represents our efforts to provide future high school teachers a strong disciplinary foundation in the study of English through literature, linguistics, rhetoric, composition, and new/emerging digital and visual media coupled with a deep understanding and experience with pedagogy and effective classroom practice.

Your new English concentration in Secondary Education will positively impact our ability to attract and retain high school English teachers, and may serve as a model for other secondary education fields.

Sincerely yours,

Elizabeth Langland
Interim Dean of Humanities
Arizona State University

Statement of Demand for Program

In his keynote address to the Arizona Forum on Teacher Preparation, ASU President Michael Crow described K-12 teachers as “the frontline troops in the contest for continued social and economic success” and called for universities to improve the quality of teacher education. While he acknowledged that Arizona may one of the nation’s most challenging student populations to educate, he charged Arizona State University with improving its teacher preparation program to a “breadth and rigor” that matched the problem. He called for the university to evolve, adapt, and meet the challenge. ASU surely faces a daunting task as it prepares new teachers for careers in the Southwest where students and schools have very diverse needs and issues. A more rigorous, content enhanced teacher preparation program to match these needs is called for—specifically, a BA in English with a concentration in secondary education.

Currently, the needs of schools in many Arizona communities are not being met by the traditional secondary teaching program offered by most universities, which provides a general foundation in teaching the English language arts. These programs do not provide the high level of qualification in content and pedagogy (i.e. composition, literature, Indigenous education, urban education, English language learner education) and can fail to meet the needs of specific schools, school districts, and communities whether they be in urban or suburban Phoenix, the Navajo Nation, or on the border. The BA in English with a concentration in secondary education will surpass programs at other universities by graduating teacher candidates who are more deeply prepared in content and who have more pedagogical tools.

Coursework in this program has been reallocated from the traditional program so that students take more advanced level English courses, more secondary English methods courses, and more rigorous general education courses specifically designed for teaching majors (general education courses piloted in the Teaching Foundations Project of the PDS Next Project over 2010-2013). Space for additional and more rigorous coursework is provided by (1) eliminating nonessential education courses not required by the Arizona Department of Education, such as general courses on health literacy and middle school psychology; and (2) replacing general electives with English electives. This adjustment creates additional credit hours so that students may choose from upper level courses in literature, rhetoric and composition, linguistics, and film and media studies, courses with more direct application to secondary school curriculum. In addition, one of three required field experiences is structured to provide heavy focus on the teaching of writing, often acknowledged as the gatekeeper to higher education and to career entry and ascension.

Providing more courses and more advanced course in English also addresses the increase in “rigor” and “text complexity” identified as one of the “Six Instructional Shifts” in the Council of Chief State School Officers’ National Common Core Standards, adopted as the Arizona Common Core Standards, in reading and writing.

Adolescent psychology and middle school curriculum and pedagogy will continue to be addressed through courses in adolescent literature, composition pedagogy, and teaching texts (writing and reading) with less redundancy and with direct application to curriculum planning and implementation. In addition, required courses add depth and breadth to students’ preparation in the areas of English language acquisition and cultural diversity, addressing the needs identified by Native American school districts, as well as urban and rural school districts across the Southwest.

Students graduating with a BA in English with a Concentration in Secondary Education will have tremendous opportunities for employment. With over one million students in a state ranked seventh in the nation in population growth, the need for certified teachers in Arizona is self-evident. Arizona State University provides more of those teachers than any other institution of higher education. Over the last 15 years ASU grads have had their pick of teaching jobs around the valley and in the state. After

student teaching in school districts in the greater Phoenix area or on one of the 22 Native American nations, students are often hired to teach in the same school where they interned. As the predicted rate of population growth climbs (W.P. Carey Office of the University Economist), and the number of teachers retiring increases, new teachers will continue to be in demand.

Knowledge, Competencies, and Skills (Learning Outcomes)

The ASU College of Liberal Arts and Sciences Department of English mission succinctly establishes the general purpose for preparing secondary English teachers:

to study, create and teach spoken, written, visual and digital communication practices and texts ranging from the imaginative to the functional in civic, social, personal, academic and professional communities—and to mentor others to do likewise.

In addition, among the College’s educational aims for graduating students to “be literate in a host of new arenas [. . .]. incorporating these new literacies into the curriculum as quickly as they emerge” establishes our mandate to prepare teacher candidates to recognize and address new literacies

Learning outcomes in our teacher preparation program also reflect the university’s role in preparing students to meet mandatory national and local standards for teaching and learning and to remain on the cutting edge of school reform. What students know and are able to do as described in the following outcomes has been adapted from the Council of Chief State School Officers’ Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (InTASC Standards), the International Society for Technology in Education’s National Educational Technology Standards (NETS), and the Arizona Common Core Standards for English Language Arts and Literacy (Common Core). ASU students in the program are referred to here as “teacher candidates” and the secondary students they will serve are referred to as “learners.”

Educational Practice Outcomes

The Learner and Learning

1. Teacher candidates will design and implement developmentally appropriate, challenging learning experiences based on studies of individual variance in patterns of learning and development across the cognitive, linguistic, social, emotional, and physical areas.
2. Teacher design and implement learning experiences to meet high academic standards while ensuring inclusive experiences for diverse cultures and communities.
3. Teacher candidates will create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Content Knowledge

4. Teacher candidates will create learning experiences using the central concepts, tools of inquiry, and structures of the discipline of English language arts.
5. Teacher candidates will use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. Teacher candidates will use multiple means of assessment to engage students in their own growth, to monitor learner progress, and to guide decision making for instructional planning.
7. Teacher candidates will plan and implement instruction that supports every student in meeting rigorous academic standards by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Teacher candidates will use a variety of instructional strategies to facilitate learners in deep understanding of English language arts concepts, their connections to other disciplines, and the application of this knowledge in meaningful ways.

Professional Responsibility

9. Teacher candidates will value and engage in long-term, ongoing professional learning and continually use evidence to evaluate the results of their practice, choices, and actions on learners, their families and their communities), and adapt practice to meet the individual needs of each learner.
10. Teacher candidates will seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners and their families, colleagues and community members to ensure learner growth and advance the profession.

Learner Outcomes

Reading

Teacher candidates will prepare and implement curriculum and instruction that enables learners to

Key Ideas and Details

1. Read closely to determine what the text says explicitly, make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text, analyze their development; and summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Teacher candidates will prepare and implement curriculum and instruction that enables learners to

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient relevant evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions regarding a subject under investigation.
8. Gather relevant information from multiple print and digital sources.
9. Assess the credibility and accuracy of sources.
10. Integrate information into the writing process while avoiding plagiarism.
11. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

12. Write routinely over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
13. Write routinely over extended time frames (time for research, reflection, and revision).

Speaking and Listening

Teacher candidates will prepare and implement curriculum and instruction that enables learners to

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate information presented in diverse media and formats.
3. Evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

4. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

5. Present information, findings, and supporting evidence such that the organization, development, and style are appropriate to task, purpose, and audience.
6. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning
7. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
8. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Language

Teacher candidates will prepare and implement curriculum and instruction that enables learners to

Conventions of Standard English

1. Correctly use the conventions of standard English grammar and usage when writing or speaking.
2. Correctly use the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

1. Make effective choices for meaning or style, when reading or listening according to how language functions in different contexts.

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by analyzing meaningful word parts
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by consulting general and specialized reference materials, as appropriate.
4. Determine the meaning of figurative language, word relationships, and nuances.
5. Accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Use of Technology

Teacher candidates will prepare and implement curriculum and instruction that enables learners to

1. **Creativity and Innovation**

Construct knowledge, and develop innovative products and processes using technology.

2. **Communication and Collaboration**

Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. **Research and Information Fluency**

Apply digital tools to gather, evaluate, and use information.

4. **Critical Thinking, Problem Solving, and Decision Making**

Plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. **Digital Citizenship**

Practice legal and ethical behavior according to human, cultural, and societal issues related to technology.

Required Courses for the BA in English with a Concentration in Secondary Education

English Classes (51 hours)

1. ENG 200: Critical Reading and Writing About Literature (L or HU)
2. ENG 215: Strategies of Academic Writing (L) OR ENG 216: Persuasive Writing on Public Issues (L) OR ENG 217: Writing Reflective Essays (L) OR ENG 311: Persuasive Writing (L)
3. ENG 213: Introduction to the Study of Language
4. ENG 221: Survey of English Literature (HU)
5. ENG 222: Survey of English Literature (HU & H)
6. ENG 241: Literatures of the United States to 1860 (HU)
7. ENG 242: Literatures of the United States, 1860 to Present (HU)
8. ENG 312: English in its Social Setting (L or HU or SB) OR
9. ENG 314: Modern Grammar OR ENG 323: Rhetoric and Grammar (L)
10. ENG 333: American Ethnic Literature ((L or HU) & C) OR ENG 353: African American Literature: Beginnings through the Harlem Renaissance ((L or HU) & C) OR ENG 354: African American Literature: Harlem Renaissance to the Present ((L or HU) & C) OR ENG 359: Indigenous American Literature ((L or HU) & C) OR ENG 363: Transborder Mexican and Chicano/a Literature of Southwest North America ((L or HU) & C) OR ENG 364: Women and Literature (HU)
11. ENG 421: Studies in Shakespeare (HU)
OR ENG 422 or ENG 321
12. ENG 471: Literature for Young Adults (HU)
13. ENG 480: Methods of Teaching English: Composition (L)
14. ENG 482: Methods of Teaching English: Language
15. ENG 485: Digital Tools
16. ENG 486: Teaching Text
17. ENG 489: Culturally Sustaining Pedagogy

Education Classes (32 hours)

1. BLE 220: Foundations of Structured English Immersion
2. BLE 407: SEI for Secondary Students
3. EDT 180: Problem Solving using Digital Technology Applications or 321: Computer Literacy
4. RDG 323: Literacy Processes in Content Areas
5. SED 322: Classroom Leadership in Secondary Schools
6. SED 396: Field Experience I
7. SED 397: Field Experience II (writing tutor experience at one of three centers)
8. SED 478: Student Teaching in the Secondary School
9. SED 496: Field Experience III
10. SPE 222: Orientation to Education of Exceptional Children
11. SPE 417: Inclusion Practices at the Secondary Level
12. TEL 311: Instruction and Management in the Inclusive Classroom

New Courses (listed in English Courses and submitted to Curriculum Changemaker)

1. ENG 485: Digital Tools
2. ENG 486: Teaching Text
3. ENG 489: Culturally Sustaining Pedagogy

Primary Faculty and Minimum Residency Requirement

The BA in English with a Concentration in Secondary Education includes faculty in both the College of Liberal Arts and Sciences Department of English and the Mary Lou Fulton Teachers College. Specialized courses in English education methods will be taught by M. Beatriz Arias, Jessica Early, Christina Saidy, Laura Turchi, and James Blasingame.

The minimum residency requirement is 30 hours with 12 hours upper-division in the major at ASU.

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE CONCENTRATIONS

(This information is used to populate the Degree Search/catalog website.
Please consider the student audience in creating your text.)

1. Proposed Concentration Name: BA in English with a concentration in Secondary Education

2. Program Description (150 words maximum)

The BA in English with a concentration in secondary education provides rigorous content in literature, composition, linguistics and secondary teaching pedagogy. This program provides extensive preparation for meeting the needs of all student populations, including attention to levels of academic performance and cultural and linguistic diversity. Students finish the program with Arizona Department of Education certification for middle and high school English language arts. Fingerprint clearance and a background check is required in the second year of the program.

3. Contact and Support Information

Building Name, code and room number: (<i>Search ASU map</i>)	LL 215
Program office telephone number: (<i>i.e. 480/965-2100</i>)	480/965-6074
Program Email Address:	http://english.clas.asu.edu/contact
Program Website Address:	http://english.clas.asu.edu/

4. Delivery/Campus Information Delivery: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

5. Campus/Locations: indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other:

6. Additional Program Description Information

A. Additional program fee required for this program? No
B. Does this program have a second language requirement? Yes

7. Career Opportunities & Concentrations

Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration. (150 words maximum)

Students graduating with a bachelor's in English with a concentration in secondary education will have tremendous opportunities for employment. With over one million students in a state ranked seventh in the nation in population growth, the need for certified teachers in Arizona is self-evident. Arizona State University provides more of those teachers than any other institution of higher education. Over the last 15 years ASU grads have had their pick of teaching jobs around the valley and in the state. After student teaching in school districts in the greater Phoenix area or on one of the 22 Native American nations, students are often hired to teach in the same school where they completed their internship. New teachers will continue to be in demand, because the predicted rate of population growth in AZ is still strong, and the retirement rate of teachers is increasing.

8. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

n/a

9. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program.
English, teaching, education, Arizona teacher certification, secondary

10. Advising Committee Code

List the existing advising committee code to be associated with this degree. UGASSEN

Note: If a new advising committee needs to be created, please complete the following form:

[Proposal to create an undergraduate advising committee](#)

11. First Required Math Course

List the first math course required in the major map. MAT 142

12. Western Undergraduate Exchange (WUE) Eligible:

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?No

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost. NO – CLAS/English at Tempe Campus is not WUE eligible at this time.

13. Area(s) of Interest

A. Select **one (1)** primary Area of Interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> <u>Architecture, Construction & Design</u> | <input type="checkbox"/> <u>Engineering & Technology</u> |
| <input type="checkbox"/> <u>Artistic Expression & Performance</u> | <input type="checkbox"/> <u>Environmental Issues & Physical Science</u> |
| <input type="checkbox"/> <u>Biological Sciences, Health & Wellness</u> | <input type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> <u>Business, Management & Economics</u> | <input type="checkbox"/> <u>Languages & Cultures</u> |
| <input type="checkbox"/> <u>Communication & Media</u> | <input type="checkbox"/> <u>Law & Justice</u> |
| <input type="checkbox"/> <u>Computing & Mathematics</u> | <input type="checkbox"/> <u>Social Science, Policies & Issues</u> |
| <input checked="" type="checkbox"/> <u>Education & Teaching</u> | |

B. Select **any** additional Areas of Interest that apply to this program from the list below.

- | | |
|--|---|
| <input type="checkbox"/> <u>Architecture, Construction & Design</u> | <input type="checkbox"/> <u>Engineering & Technology</u> |
| <input type="checkbox"/> <u>Artistic Expression & Performance</u> | <input type="checkbox"/> <u>Environmental Issues & Physical Science</u> |
| <input type="checkbox"/> <u>Biological Sciences, Health & Wellness</u> | <input checked="" type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> <u>Business, Management & Economics</u> | <input checked="" type="checkbox"/> <u>Languages & Cultures</u> |
| <input checked="" type="checkbox"/> <u>Communication & Media</u> | <input type="checkbox"/> <u>Law & Justice</u> |
| <input type="checkbox"/> <u>Computing & Mathematics</u> | <input type="checkbox"/> <u>Social Science, Policies & Issues</u> |
| <input type="checkbox"/> <u>Education & Teaching</u> | |

The following fields are to be completed by the Office of the Executive Vice President and Provost of the University.

CIP Code: _____

Plan Code:



Julia SIGN OUT

2013 - 2014 Major Map
B.A. in English with a concentration in Secondary Education, BA (Proposed)

Term 1	0 - 17 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
		ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: English for Foreign Students	3	C	<ul style="list-style-type: none"> An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses ASU Math Placement Exam score determines placement in Mathematics course ASU 101 or College specific equivalent First Year Seminar required of all freshman students
		EDT 180: Problem Solving using Digital Technology Applications (CS)	3		
		LIA 101: Intro to Liberal Arts and Sciences or First-Year Seminar	1		
		MAT 142: College Mathematics (MA)	3	C	
		Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
		Social and Behavioral Sciences (SB) AND Global Awareness (G)	3		
		Minimum 2.50 GPA ASU Cumulative.			
		Term hours subtotal:	17		
Term 2	18 - 33 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
		ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: English for Foreign Students	3	C	
		ENG 213: Introduction to the Study of Language	3	C	
		SPE 222: Orientation to Education of Exceptional Children (SB & C)	3	C	
		BLE 220: Foundations of Structured English Immersion	3	C	
		Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
		Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
		Minimum 2.50 GPA ASU Cumulative.			
		Term hours subtotal:	16		
Term 3	34 - 50 Credit Hours	Critical course signified by	Hours	Minimum Grade	Notes
		ENG 200: Critical Reading and Writing About Literature (L or HU)	3	C	
		ENG 241: Literatures of the United States to 1860 (HU)	3	C	
		ENG 221: HU	3	C	
		Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
		Natural Science - General (SG) OR Natural Science - Quantitative (SQ)	4		
		Milestone: Submit intent to progress form (online)			
		Minimum 2.50 GPA ASU Cumulative.			
		Complete Mathematics (MA) requirement.			
		Complete First-Year Composition requirement.			
		Term hours subtotal:	17		
Term 4	51 - 67 Credit Hours		Hours	Minimum Grade	Notes
		ENG 215: Strategies of Academic Writing (L) OR ENG 216: Persuasive Writing on Public Issues (L) OR ENG 217: Writing Reflective Essays (L) OR ENG 311: Persuasive Writing (L)	3	C	
		ENG 222: Survey of English Literature (HU & H)	3	C	
		ENG 242: Literatures of the United States, 1860 to Present (HU)	3	C	
		Natural Science - Quantitative (SQ)	4		
		Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
		Milestone: Apply for DPS Fingerprint Clearance Card.			
		Minimum 2.50 GPA ASU Cumulative.			
		Term hours subtotal:	17		

Term 5 68 - 83 Credit Hours	Hours	Minimum Grade	Notes
ENG 312: English in its Social Setting (L or HU or SB) OR ENG 314: Modern Grammar OR ENG 323: Rhetoric and Grammar (L)	3	C	
ENG 333: (L or HU) & C OR ENG 333: African American Literature: Beginnings through the Harlem Renaissance ((L or HU) & C) OR ENG 354: African American Literature: Harlem Renaissance to the Present ((L or HU) & C) OR ENG 359: Indigenous American Literature ((L or HU) & C) OR ENG 363: Transborder Mexican and Chicano/a Literature of Southwest North America (L or HU) & C) OR ENG 364: Women and Literature (HU)	3	C	
ENG 485: Digital Tools	3	C	
RDG 323: Literacy Processes in Content Areas	3	C	
SED 396: Field Experience I	1	Y	
TEL 311: Instruction and Management in the Inclusive Classroom	3	C	
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	16		

Term 6 84 - 96 Credit Hours	Hours	Minimum Grade	Notes
BLE 407: SEI for Secondary Students	3	C	
ENG 480: Methods of Teaching English: Composition (L)	3	C	
ENG 489: Culturally Sustaining Pedagogy	3	C	
SED 397: Field Experience II	1	Y	
SPE 417: Inclusion Practices at the Secondary Level	3	C	
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	13		

Term 7 97 - 112 Credit Hours	Hours	Minimum Grade	Notes
ENG 421: HU OR ENG 422: Special Topics in Shakespeare OR ENG 321: Shakespeare (L or HU)	3	C	
ENG 471: Literature for Young Adults (HU)	3	C	
ENG 482: Methods of Teaching English: Language (L)	3	C	
ENG 486: Teaching Text	3	C	
SED 322: Classroom Leadership in Secondary Schools (L)	3	C	
SED 496: Field Experience III	1	Y	
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	16		

Term 8 113 - 120 Credit Hours	Hours	Minimum Grade	Notes
SED 478: Student Teaching in the Secondary School	8	Y	
Minimum 2.50 GPA ASU Cumulative.			
Term hours subtotal:	8		

Total Hours: 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: minimum
Total hrs at ASU: 30 minimum
Hrs Resident Credit for Academic Recognition: minimum
Total Community College Hrs: maximum

General University Requirements Legend

- General Studies Core Requirements:
- Literacy and Critical Inquiry (L)
 - Mathematical Studies (MA)
 - Computer/Statistics/Quantitative Applications (CS)
 - Humanities, Fine Arts and Design (HU)
 - Social and Behavioral Sciences (SB)
 - Natural Science - Quantitative (SQ)
 - Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
 - Global Awareness (G)
 - Historical Awareness (H)
- First-Year Composition

General Studies designations listed on the major map are current for the 2013 - 2014 academic year.

Subject: Re: Impact statement
Date: Wednesday, November 14, 2012 5:05:37 PM MST
From: Marlene Tromp
To: Maureen Goggin, Ian Moulton
CC: Robert Sturges, Jim Blasingame, Laura Turchi

Dear Colleagues,

I am fully in support of this program and hope to see it implemented soon.

Sincerely,
Marlene Tromp

--

Dr. Marlene Tromp, Director
School of Humanities, Arts and Cultural Studies (SHArCS)
Professor of English and Women and Gender Studies
New College of Interdisciplinary Arts and Sciences
Arizona State University
Office: 602-543-4444 Fax: 602 543-3006
marlene.tromp@asu.edu
newcollege.asu.edu

Learn the Truth on Titanic's 100th Anniversary:
http://www.amazon.com/Untold-Titanic-Story-Justice-ebook/dp/B007SZKIAC/ref=sr_1_3?ie=UTF8&qid=1334415072&sr=8-3

Confidentiality Notice: This e-mail message, including attachments, is for the sole use of the intended recipients and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

From: Maureen Goggin <maureen.goggin@asu.edu>
Date: Wednesday, November 14, 2012 4:44 PM
To: Marlene Tromp <marlene.tromp@asu.edu>, Ian Moulton <IAN.MOULTON@asu.edu>
Cc: Robert Sturges <Robert.Sturges@asu.edu>, Jim Blasingame <jim.blasingame@asu.edu>, Laura Turchi <lturchi@mainex1.asu.edu>
Subject: Impact statement

May we have an impact statement from both of you on our proposed BA in English Education. See attached. I think an email will do. We are under a time crunch.

.....
Maureen Daly Goggin, Chair
Professor, Rhetoric
Department of English
Box 870302
ArizonaStateUniversity
Tempe, AZ85287-0302

Phone: 480-965-3168 | Fax: 480-965-3451
ASU Department of English—*Start here, Go Anywhere*
english.clas.asu.edu

Subject: Re: Impact statement

Date: Wednesday, November 14, 2012 6:09:50 PM MST

From: Ian Moulton

To: Maureen Goggin

CC: Marlene Tromp, Robert Sturges, Jim Blasingame, Laura Turchi

I strongly support the proposed BA in English Education!

Ian

Ian Moulton
Head, Interdisciplinary Humanities and Communication
School of Letters and Sciences, ASU

Sent from my iPad

On Nov 14, 2012, at 4:44 PM, "Maureen Goggin" <maureen.goggin@asu.edu> wrote:

May we have an impact statement from both of you on our proposed BA in English Education. See attached. I think an email will do. We are under a time crunch.

Maureen Daly Goggin, Chair
Professor, Rhetoric
Department of English
Box 870302
Arizona State University
Tempe, AZ 85287-0302

Phone: 480-965-3168 | Fax: 480-965-3451
ASU Department of English— *Start here, Go Anywhere*
english.clas.asu.edu

<Major Map English with SED Concentration_Comments.pdf>

<BA in English (Secondary Education) proposal _JM Edits docx.docx>