

TO: Bernd Buldt, Chair of Senate Executive Committee  
FROM: Sarah S. LeBlanc, Chair of Senate Curriculum Subcommittee  
DATE: March 18, 2021  
SUBJECT: Department of English and Linguistics Teaching addition of Language Arts as Concentration

The Curriculum Review Subcommittee supports the proposal from the Department of English and Linguistics to add the concentration in Language Arts. We find that the proposal requires no Senate review.

Approving

Not Approving

Absent

Jaiyanth Daniel  
Behin Elahi  
Teresa Hogg  
Shannon Johnson  
Carol Lawton  
Sarah LeBlanc  
Haowen Luo  
Sierra Miller

Laurel Campbell

Terri Swim, ex officio (non-voting member)

## **Degree/Certificate/Major/Minor/Concentration Cover Sheet**

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location: 50% or more online: Yes No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

## Request for a New Major or Concentration

### I. Name of proposed major, or concentration

#### Language Arts

### II. Title of degree to be conferred

English B.A. – Language Arts Concentration (the concentration is designed for students completing the second degree in Secondary Education)

### III. Field of study, department, and college involved

English and Linguistics, in the College of Arts & Sciences at PFW

### IV. Objectives of the proposed major or concentration

The objectives include: 1) offering content in English & Linguistics that is relevant to and targeted at future secondary educators; 2) streamline the B.A. for double-degree students facing a credit hour crunch in completing the program at 120 credit hours; 3) abet student preparation for content and licensure examinations in English Language Arts; 4) streamline assessment efforts of the double-degree program; 5) enhance collaboration between Dept. of English & Linguistics and School of Education.

### V. Proposed Date of Initiation

#### ASAP

### VI. Describe the relationship of the proposed major or concentration to the mission of the campus or the department

The Dept. of English & Linguistics prepares students to write critically, communicate literary and linguistic conventions effectively, and to research strategically. The new concentration—Language Arts—pursues these same objectives but, as a Concentration, within the context of a specific career preparation: secondary education in the discipline of language arts.

### VII. Describe any relationship to existing programs within the campus

This Concentration is the product of a collaboration between colleagues in English & Linguistics and in the School of Education. The new Concentration will enhance the preparation of English teachers and will streamline the SOE's accreditation with CAEP. It will do so by allowing both English and Linguistics and SOE to develop better assessment data since the Concentration will require students to proceed through the curriculum as a cohort. In fact, the recent lack of cohort data has prevented the SOE from efficiently assessing data for the purposes of CAEP accreditation, and this degree aims (in part) to solve that problem.

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

This Concentration will strengthen ties between the Department and the School of Education, as well as inter-unit partnerships between the COAS and SOE.

IX. Describe the need for the major or concentration

Of the double-degree students in English and Sec. Ed. on the PFW campus, English students comprise the largest bloc (44% of all double-degree students on campus). As per IR data from AY 2019-2020, there are 121 Secondary Education B.S. students at PFW, and 138 English B.A. students. There are 54 double-degree in English & Secondary Education students. These numbers indicate a demand for the Concentration at the intersection of the English B.A. and pre-professional preparation for a teaching career.

In addition to this institutional need for the Concentration, there is also a market need. O-Net has comparative data between the US and Indiana in particular that affirm the growth of the profession at the state level. (Data were found on US Dept of Labor site at <https://www.onetonline.org/>)

**Indiana Employment Trends for:  
25-2031.00 - Secondary School Teachers, Except Special and Career/Technical Education**

View trends for state:

**Indiana**

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
19,020 employees	19,740 employees	4%	1,430

**United States**

Employment (2019)	Projected employment (2029)	Projected growth (2019-2029)	Projected annual job openings (2019-2029)
1,050,800 employees	1,090,900 employees	■ ■ ■ ■ 4% (average)	71,100

Indiana source: Projections Central [2018-2028 long-term projections](#) <sup>IP</sup>. United States source: Bureau of Labor Statistics [2019-2029 employment projections](#) <sup>EP</sup>. "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Programmatically, the Concentration will abet the SOE's efforts to meet accreditation standards of the Council for the Accreditation of Educator Preparation (CAEP), just as it allows for cross-unit collaboration in one of the most popular degree programs on campus.

X. Describe the resources required over and above current levels to implement the proposed major or concentration

This new concentration will allow English & Linguistics to use resources, in particular, faculty time and expertise, more efficiently. It will do so by formalizing a process that is now ad hoc, with faculty advisors encouraging individual students toward cohort sections of particular classes. At this time, the unit will not require additional resources to offer this Concentration.

XI. XI. A Liaison Library Memo

See attached document.

## XII. XII. Proposed curriculum

### English B.A.: Language Arts Concentration

#### English BA Core Courses (19 credits)

- \_\_\_\_\_ 1 Introduction to the English Major
- \_\_\_\_\_ 3 ENLS English Major Language Study
- \_\_\_\_\_ 3 ENBB English Major British Lit Pre 1700
- \_\_\_\_\_ 3 ENBA ENG Maj Brit Lit Post 1700
- \_\_\_\_\_ 3 ENAL English Major American Literature
- \_\_\_\_\_ 3 ENWR English Major Advanced Writing
- \_\_\_\_\_ ENGL 37101: Capstone

**\*Note: grades of C- or better required in major/2.0 GPA overall for major courses**  
(ENGL 12000)

#### Concentration: Language Arts (15 credits)

- \_\_\_\_\_ 3 ENGL 20201: Literary Interpretation
- \_\_\_\_\_ 3 ENGL 40001 Issues Teaching Writing
- \_\_\_\_\_ 3 ENGL 49102 Lit for Young Adults
- \_\_\_\_\_ Choose one of the following Professional and Digital Studies focused classes:
  - ENGL 23101
  - ENGL 23501
  - ENGL 32301
- \_\_\_\_\_ Choose one of the following Ethnic, Minority, or Non-Western Lit Classes:
  - ENGL 46401
  - ENGL 47901

**\* Note: grades of C- or better required in major/2.0 GPA overall for major courses**

#### A&S BA Liberal Arts Requirements (34 credits — credits may vary with double counting options/language placement – see advisor) (\*\*Note: MSAS, SBAS, and HUAS courses cannot be in major discipline)

- \_\_\_\_\_ 3 ENGL 20201 Literary Interpretation (Second Semester Writing—grade C- or higher)
- \_\_\_\_\_ 3 Speaking Requirement (COM 11400 or HIST H125)
- \_\_\_\_\_ 3 Quantitative Reasoning (C- or higher) (MA 14000, MA 15300, STAT 12500, or placement above MA 15300)
- \_\_\_\_\_ 14 Credits Language Sequence (credits required for 4 semesters of same foreign language—see advisor for placement options)
  - \_\_\_\_\_ (1<sup>st</sup>) \_\_\_\_\_ (2<sup>nd</sup>) \_\_\_\_\_ (3<sup>rd</sup>) \_\_\_\_\_ (4<sup>th</sup>) Options: (Arabic, French, German, Japanese, Latin, Spanish)
- \_\_\_\_\_ 1 A&S Lab Requirement (BIOL 10001, CHM 11100, 11500, 12000, GEOL G103, G104, L100, or PHYS 11501, 12700, 13100, 13101, 15200, 21800 or 22000)
- \_\_\_\_\_ 3 MSAS Math/Science Course (See Catalog or myBLUEprint for **MSAS**)
- \_\_\_\_\_ 3 SBAS Social/Behavioral Course (See Catalog or myBLUEprint for **SBAS**)
- \_\_\_\_\_ 3 HUAS Humanities Course (See Catalog or myBLUEprint for **HUAS** courses)
- \_\_\_\_\_ 3 WTAS Western Culture (See Catalog or myBLUEprint for **WTAS** courses)
- \_\_\_\_\_ 3 NWAS Non-Western Culture (See Catalog or myBLUEprint for **NWAS** courses)

#### SEED Requirements (36 credits)

**\*Note: Minimum Overall G.P.A. of 3.0 and Minimum G.P.A. of 3.0 in Core + Concentration Required to receive the BSED**

#### General Education Requirements (33 Credits)

**\*Note: grades of C- or higher required in Gen Ed/2.0 GPA**

**\*\*Up to 6 credits in Gen Ed GA1 to GB7 and 3 credits GCAP (C8) may originate in major discipline prefix (ENGL)—see advisor for more information.**

- \_\_\_\_\_ 3 GA1 Category A1 -- Written Communication (See Catalog or myBLUEprint for **Gen Ed** courses)
- \_\_\_\_\_ 3 GA2 Category A2 -- Speaking and Listening
- \_\_\_\_\_ 3 GA3 Category A3 -- Quantitative Reasoning
- \_\_\_\_\_ 3 GB4 Category B4 -- Scientific Ways of Knowing
- \_\_\_\_\_ 3 GB5 Category B5 -- Social & Behavioral Ways of Knowing
- \_\_\_\_\_ 3 GB6 Category B6 -- Humanistic and Artistic Ways of Knowing
- \_\_\_\_\_ 3 GB7/71 Category B7 or B71 -- Interdisciplinary or Creative Ways of Knowing
- \_\_\_\_\_ 9 Additional Credits -- Category A or B General Education courses \_\_\_\_\_
- \_\_\_\_\_ 3 GCAP Category C8--Capstone Experience (PFW course only)

***When developing a new degree program, major, certificate, minor, concentration, track, or specialization please review the questions below when developing your response to the library or additional resources sections. Please consult your liaison librarian for assistance.***

### **Library Resources**

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- Which databases/indexing sources will be used by the courses in this program?
  - Language Arts Concentration: ERIC, Education Full Text, Academic Search Complete, JSTOR, MLA Bibliography, Professional Development Collection, Literature Online (includes ABELL), Proquest One Literature (which includes African Writers Series, Latino Literature, Caribbean Literature), Project Muse, Literature Resource Center
  - Teaching English as a New Language Concentration: ERIC, Education Full Text, Academic Search Complete, JSTOR, MLA Bibliography, Professional Development Collection, Communication and Mass Media, PsycInfo, Linguistics and Language Behavior Abstracts
- What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?
  - ELT Journal, ELT Forum, The English Teacher, Metathesis
  - TESOL Journal (and those listed above)
  - Probably new journals would not need to be purchased as they more likely will be accessed via databases or document delivery
- Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?
  - The library currently has several related reference sources.
- Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?
  - Subject search for "English language – Study and teaching" brings 673 book results
  - Subject search for "English language – Study and teaching – Foreign speakers" brings 260 book results
  - I don't anticipate videos being a large part of these courses, and we do have some streaming databases already
  - More books may need to be purchased to update the collection

- Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?
  - Document delivery costs may increase, but this is in line with the increased costs for DDS across most university departments
- Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?
  - Erika Mann will be liaison librarian
  - Denise Buhr (liaison to School of Education) and Sarah Wagner (liaison to Composition program) may also be involved
- Memo from Liaison Librarian regarding resources.
- Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

## Liaison Librarian Memo

Date: 12/2/20

From: Erika Mann

To:

Re: New Concentrations in Language Arts and Teaching English as a New Language

Describe availability of library resources to support proposed new program:

Helmke Library subscribes to a number of language-, literature-, and education-related databases that provide access to current and historical research, scholarly articles and studies, professional development resources, and primary texts, including ERIC, Education Full Text, Academic Search Complete, JSTOR, MLA Bibliography, Professional Development Collection, Literature Online (includes ABELL), Project Muse, Literature Resource Center, Linguistics and Language Behavior Abstracts, and PsycInfo. Of note is Proquest One Literature, which includes African Writers Series, Latino Literature, Caribbean Literature to help support studies in diverse literature. The library also has a substantial collection of print and e-books covering a wide range of language, literature, education and TENL topics. Subject search for “English language – Study and teaching” brings 673 book results, and a subject search for “English language – Study and teaching – Foreign speakers” brings 260 book results.

Comments:

According to the proposal, the majority of the coursework pre-exists and is supported by current library resources in language, literature, and education subjects. In the short term, the library has sufficient resources to support an English B.A. with Language Arts or Teaching English as New Language concentration. In the longer term, one concern would be the need for additional resources for new courses that do not yet exist. The library regularly adds new materials in English and TENL, but a substantial need beyond normal expenditures is not doable. Given the library’s current financial situation, including cuts to the collections budget (monographs and databases), the library cannot support extensive materials requests for new courses without additional funding. Requests for new databases may only be met in the event that a current subscription might be cut and continued increases in Document Delivery Service costs, which have increased for most departments, may not be sustainable with the current budget. Another concern would be the impact of enrollment increases and the growing number of departments and degrees under each liaison librarian, including the Language Arts/TENL and School of Education liaisons, having an effect on librarians’ abilities to meet the increase in demands in classroom instruction, research assistance, and more.

*Erika Mann*

*12/3/2020*

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*Liaison Librarian Signature Date*