

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

APR 04 2018

Proposal # 17-20	Title: Inclusion in the Gen Education Core – LIT230 World Lit Survey
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page: <http://www.msun.edu/admin/provost/forms.htm>

******* (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.**

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	4/6/18	Tracking form initiated	D. Bradley		forward	Gr. Succow	4/24/18	Upper Office
General Education Committee (if applicable)	10/10/18	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Gary J. Succow		forward	J. Todd	10/15/18	Upper Office
Curriculum Committee (if applicable)	10/22/18	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Jay De		forward	Seiffert	10/23/18	Upper Office
Academic Senate	11/6/18	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Seiffert		forward	Bond	11/22/18	Upper Office
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Chancellor		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

*Abstract and pre-approval required for new programs ONLY.

Academic Senate Form 1 (Revised 3/21/2012)

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2017-2018 #15	Title: Inclusion in the Gen Education Core – LIT230 World Literature Survey
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Date

Received by CEASN Administrative Assistant


3.22.18

Forwarded to CEASN College Meeting

3.29.18

Approved

Disapproved


Chair Signature

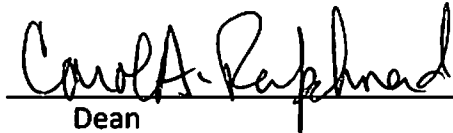
4/6/18
Date

Returned to CEASN Administrative Assistant

4.4.18

Forwarded to Dean for Signatures

4.4.18


Dean Signature

4-5-18
Date

Returned to CEASN Administrative Assistant

4.5.18

Forwarded to Professional Education Unit

No

Approved

Disapproved

~~_____
Signature~~

~~_____
Date~~

Returned to CEASN Administrative Assistant

4.5.18

Forwarded to Academic Subcommittees

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
<input type="checkbox"/>	Category I	Communication	6
<input type="checkbox"/>	Category II	Mathematics	3
<input type="checkbox"/>	Category III	Natural Sciences with lab	6
<input type="checkbox"/>	Category IV	Social Sciences/History	6
<input checked="" type="checkbox"/>	Category V	Cultural Diversity	3
<input type="checkbox"/>	Category VI	Fine Arts/Humanities	6
<input type="checkbox"/>	Category VII	Technology	3

Course submitted for consideration:

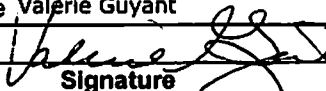
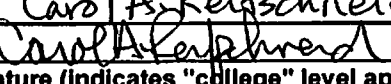
College	Subject	Number	Title	Credits
CEASN	LIT	230	World Literature Survey	3

Catalog Description:

A historical and thematic study of world literature in translation that may include Babylonian, Hebrew, Indian, Chinese, Persian, and other literature.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

<ol style="list-style-type: none"> 1. Compare and contrast cultural worldviews. 2. Analyze social issues, social structures and/or behavior of cultures and subcultures 3. Examine how generalizations, stereotyping and prejudice develop, and how they impact culture 4. Identify dimensions of culture 5. Recognize and/or demonstrate an appreciation of different cultures through language and communication 	<ol style="list-style-type: none"> 1. By understanding the literature of a culture, the student is better able to compare and contrast different cultural worldviews. 2. By understanding and analyzing literature from different cultures, the student will also analyze social issues, structures and behaviors reflected in the literature. 3. Literature reflects and questions generalizations, stereotypes, and prejudices within and between cultures. By studying literature, students will examine those aspects of culture. 4. Since literature reflects culture, understanding and analyzing literature will help students identify dimensions of culture and variants in cultures. 5. By its very nature, a literature course explores the language and communication of culture.
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Print Name	Valerie Guyant	Print Name	Carol A. Kerfschneider
Submitter		Chair/Dean:	
	Signature		Signature (Indicates "college" level approval)
		Date:	4-5-18

**Montana State University Northern
Educator Preparation Provider Accreditation Review
April 9-11, 2017**

Preliminary Program Review Report

Number and Name of Standard: 10.58.509 English Language Arts

1. Summary of preliminary findings

The depth and breadth of the English coursework is outstanding, although requiring a World Lit course would enhance the knowledge base (currently it is a choice between Intro to Lit and World Lit Survey). The inclusion of communication, language, Western Civilization, and Native American studies rounds out the literature requirements. Some of the standards are not addressed, and some evidence is not articulated well enough to determine if the EPP has met the standard.

a. Evidence Consistent with meeting the standard

Evidence provided for specific English coursework is sufficient for A, B, D, E, F, G, J, K.

b. Evidence Inconsistent with meeting the standard

Evidence provided for items C, H, I, L, M, N, O, P was not sufficient or was absent.

2. List of Onsite tasks to be completed

a. Evidence in need of verification or corroboration

Please provide evidence for H, L, N, O, P.

b. Evidence in need of clarification or confirmed

A: Provide evidence of types of planning candidates complete. This should include scope and sequence of units of study as well as individual lesson plans.

B: Provide evidence of instructional strategies and techniques that build student engagement.

C: Address how candidates are addressing complex issues related to social justice, diversity, and democracy.

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F: Add Content Area Literacy as evidence (EDUC 481).

G: EDU 497 or ENGL 313 are appropriate as evidence.

I: EDU 481, Content Area Literacy, should be used for evidence here, and would meet expectations.

J: EDU 497 or ENGL 313 offer additional evidence. Description for EDU 370 should move beyond just computers in the classroom to include other devices and applications for classroom use that enhance students' understanding of ELA curriculum.

L: EDUC 321 could be used as evidence.

M: No evidence provided for collaboration with colleagues or sustained professional growth of candidates. If these are in the assessments and assignments provided as evidence, please clarify.

N: Item left blank. Evidence could include EDU 340, Classroom Management. Although this course does not seem to be a 5-12 requirement (?)

P: Item left blank. EDU 383, Assessment in Education, is a required course. This would provide evidence.

c. **Questions for EPP concerning additional evidence, data, and/or interviews**

In most cases, articulation of coursework and assignments would provide clarity and help us determine whether the standard has been met. Items left blank need responses.

3. **Preliminary recommendations for new areas for improvement and/or stipulations including a rationale for each**

While the content knowledge of ELA is appropriate and thorough, the EPP needs to consider the candidates' needs from the perspective of pedagogy and 5-12 curriculum. For instance, how do candidates use formative and summative assessment practices to gauge learning in an ELA classroom (standard P)? How do candidates differentiate lessons to meet varying student needs? How do candidates identify the appropriate reading strategy for different types of literature? While the literature requirements are extensive, writing coursework is minimal. How are candidates prepared for the complexities of teaching 5-12 writing?